

The Bulwell Academy

The Final Countdown...



Parent Support Guide

Dear Parents

Thank you for taking the time to read this support guide. We hope that you will find it helpful in supporting your child in the last few months of their education, and that in working together we can ensure that your child achieves their very best.

Inside the guide you will find key dates, top tips and advice on revision techniques. There is also advice on applying for the next stage of your child's education.

Please encourage your child to create and follow a revision timetable that allows them to practise the skills and remember the facts that they will need in their exams. The earlier students begin to revise the more their chances of success increase and the less stress there will be along the way!

We appreciate your support throughout this vital year and of course if there are any questions or concerns about any aspect of your child's education then please do not hesitate to get in touch.

Best wishes

Claire Stopard

Miss C. Stopard

Vice Principal (Year 11)

c.stopard@bulwellacademy.co.uk

Looking to the Future ...

As your child prepares for their GCSE and BTEC exams, we know that the whole testing process can seem a daunting challenge for the whole family.

Many students have already decided where they will be studying next – whether it is here at the Academy in our Sixth Form, at a local college of further education or an apprenticeship. If applications haven't been made yet, please make use of the information provided in this handbook.

Evidence over recent years clearly indicates that many of our students find a college environment a radical change to what they have been used to. Please seriously consider the Academy sixth form as returning mid year is not always possible.

We know that many young people are chasing each job vacancy and employers have high expectations of young people. The value of a positive attitude to learning cannot be underestimated and a positive "I can do that" attitude that employers are looking for needs to be matched with good exam results.

If you wish to support your child in their final months of secondary education, please take time to look through this handbook – it is written with the intention to give you additional support.

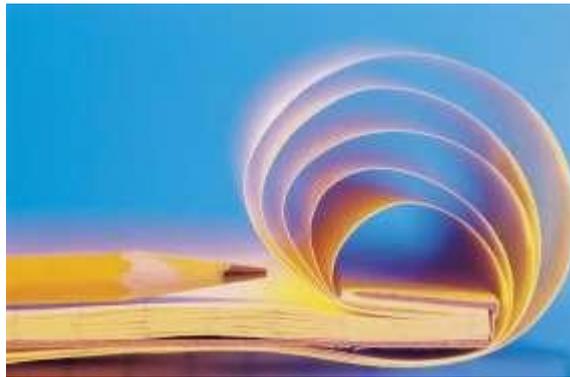
Alison Bingham

Mrs A. Bingham

Director of Business

Contents

1. Ten Top Tips for Helping Your Child to Achieve Outstanding Results..!
2. Key Dates
3. Absence
4. Revision Tips
6. Exam Techniques
7. Progression: Sixth Form Colleges & Apprenticeships key contacts
8. Careers Advice & Guidance: understanding College Applications
9. Developing your child's CV and applying for work



Ten Top Tips for Helping Your Child to Achieve Outstanding Results..!

1. **Talk to your child about what they have learned at school each day... And get them to teach you!**



The more your child talks about what they are learning at school the more this learning is reinforced in their brains. This learning will be super reinforced if you can give them the opportunity to teach you something they have been learning. It will also really help to increase their confidence, which is sometimes the only thing that holds students back from achieving their best!

2. **Make sure your child is at school as much as possible...**

Attendance, or lack of it, is one of the biggest reasons for students under achieving. It is impossible for your child to learn if they are not there and every day missed adds up very quickly to whole weeks of lost learning. We know that there are genuine reasons why students sometimes have to miss school, but keeping absence to an absolute minimum is without doubt one of the best ways you can help to ensure your child achieves their best. The Academy will always be happy to supply you with your child's latest attendance figure and the closer this can be to 100% the better. It is also important to make sure your child is on time to school. Again, we will be happy to supply you with your child's record of punctuality.



3. **Ensure your child has somewhere at home where they can work in peace.**

We understand that not every child will be lucky enough to have their own bedroom, but if there is somewhere in your home that your child can work without being disturbed at regular times then it will really help them to establish an effective work routine. It will also help them (and us!) if you encourage them to put work away safely when they have finished so that it doesn't get lost or "adapted" by younger brothers or sisters!

4. **Persuade your child to get into a good sleep routine.**

We know that it can be difficult to wake teenagers up sometimes, but the more you can persuade them to develop a routine conducive to sleep at night the better prepared their brains will be to learn the next day. The most obvious things to try are: 1) Encouraging your child to go to bed at the same time every night 2) Have a cut off point for television, games consoles etc (in their bedrooms as well as living areas). Persuade them to read instead. 3) Encourage your child to do homework earlier rather than later, so their minds have time to relax 4) Keep caffeinated drinks to a minimum and persuade your child to drink more water so their brain is hydrated.



5. Encourage your child to start revising early and to use a revision timetable.



The earlier your child begins to revise the more confident and in control they will feel. There are revision tips later on in the handbook. If you can also encourage them to write a revision timetable it will help them to plan their revision so that they are regularly covering and revisiting all the different elements they need to remember for each exam.

6. Get involved with your child's revision.

It may seem a while since you were revising yourself, but you may remember that revision is much more fun if you have somebody to help you. It may be as simple as testing your child from their notes or book, or it may be that you ask them to teach you about one element of their revision every day. We know that our students remember information much better if they have talked it through with someone and if you are part of their revision you can be absolutely confident that they are revising!

7. Talk about your child's Attitude to Learning scores with them.

You will know that for the past number of years we have included an element in the report where each teacher gives your child a score of A, O, B or S for their attitude to learning and whether they are working towards targets expected of them. The scores are summarised in the table below:

A	Above expected progress being made supported by a positive attitude to learning, being prepared for lessons and completing all homework.
O	On Target – your child responds well and completes all tasks consistently. They have a good attitude to their learning.
B	Below Target – your child does not always complete their work to the best of their ability and they are not achieving the progress they are capable of.
S	Substantially Below Target – your child very rarely completes their work to the best of their ability. They have a poor attitude to their learning.

Have a discussion with your child about their perception of the reason for any scores of B or S and encourage them to aim for scores of O or A by the time the final report comes out. If your child is unsure of the reasons for poor scores then ask them to discuss it with the subject teacher or feel free to make contact yourself.

8. Discuss with your child what they would like to do next year and what results they need to achieve in order to do this.

Obviously your child's exam results are very important in themselves as they represent their achievement at the end of secondary education, but they are also the passport for whatever they would like to do next. If you can discuss with your child their plans for next year, what they need to do to apply (if they haven't already) and the results they need to achieve it will really help to motivate them. All students will have support from the Business and Enterprise team to help them progress on to the next stage of their lives and there is information later on in the handbook about applying to colleges and the Academy Sixth Form.

9. Encourage your child to participate in the extra-curricular activities offered after school, during holidays and at weekends.

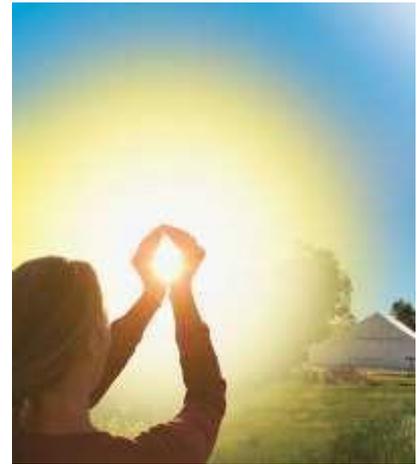


We offer a number of extra ways to support students in individual subjects beyond the lessons themselves. We know that teenagers don't always tell you what is available to them at school, so we will make sure that this list is updated regularly and sent home, and available on our website.

Please encourage your child to attend those activities which will help them in subjects where they are below target or have a special interest in.

10. Be ambitious for your child

You will have seen on your child's report the targets that have been individually set for your child in each subject. These targets represent the minimum grade that your child should be aiming for and are based on what they achieved at the end of primary school. The targets are therefore totally realistic if the student is willing to put in some hard work in the last few remaining months of their school life. The amount of work that students are willing to put in is often directly related to how confident they feel about their abilities and both parents and teachers have a huge role to play in building that confidence. The more you can encourage your child to discuss their learning, show them that you believe that they can achieve highly and take an active role in supporting them in the final few months then the greater the chance of their success.



If your child has any additional learning needs and you would like to discuss the support available to them during lessons, with revision and exam techniques or if your child requires specialist support during their exams please contact
Mrs Caroline Wallis, (Vice Principal, Inclusion) or Mrs J Watson (SENCO)

Examination Timetable and Important Dates for Year 11

Please note that these are the published start times for examinations and examinations may begin before these times.

Date	Start Time	Length	Component Title
Fri 27 April	09:00	5 Hours	Art and Design
Tue 1 May	09:00	5 Hours	Art and Design
Mon 14 May	09:00	01:30	IT: Living in A Digital World
Mon 14 May	09:00	01:30	Computer Science: Computer Systems
Tue 15 May	09:00	00:35	French: Listening (F)
Tue 15 May	09:00	00:45	French: Reading (F)
Tue 15 May	13:00	01:45	Biology Triple: Paper One (F)
Tue 15 May	13:00	01:45	Biology Triple: Paper One (H)
Tue 15 May	13:00	01:10	Combined Science: Paper One: Biology (F)
Tue 15 May	13:00	01:10	Combined Science: Paper One: Biology (H)
Wed 16 May	09:00	01:00	Portuguese: Written Paper
Thu 17 May	09:00	01:45	Chemistry Triple: Paper One (F)
Thu 17 May	09:00	01:45	Chemistry Triple: Paper One (H)
Thu 17 May	09:00	01:10	Combined Science: Paper One: Chemistry (F)
Thu 17 May	09:00	01:10	Combined Science: Paper One: Chemistry (H)
Thu 17 May	13:00	01:30	Computer Science: Algorithm & Programming
Fri 18 May	09:00	01:10	French: Writing (F)
Mon 21 May	09:00	00:50	Portuguese: Listening Written
Tue 22 May	09:00	01:45	English Literature Paper 1
Tue 22 May	13:00	01:30	Geography Paper 1
Wed 23 May	13:00	01:45	Physics Triple: Paper One (F)
Wed 23 May	13:00	01:45	Physics Triple: Paper One (H)
Wed 23 May	13:00	01:10	Combined Science: Paper One: Physics (F)
Wed 23 May	13:00	01:10	Combined Science: Paper One: Physics (H)
Thu 24 May	09:00	01:30	Mathematics: Paper 1 Foundation
Thu 24 May	09:00	01:30	Mathematics: Paper 4 Higher
Fri 25 May	09:00	02:15	English Literature Paper 2
Mon 04 Jun	09:00	01:00	History B: History Around Us
Tue 05 Jun	09:00	01:45	English Language: Component 1: 20th Century Literature
Tue 05 Jun	09:00	01:45	English Language Paper 1
Tue 05 Jun	13:00	01:30	Geography Paper 2
Wed 06 Jun	13:00	01:00	Portuguese: Reading Written
Thu 07 Jun	09:00	01:30	Mathematics: Paper 2 Foundation
Thu 07 Jun	09:00	01:30	Mathematics: Paper 5 Higher
Fri 08 Jun	09:00	02:00	English Language Component 2 Non-Fiction
Fri 08 Jun	09:00	01:45	English Language Paper 2
Fri 08 Jun	13:00	01:45	History B: Crime & Punishment and Norman Conquest

Examination Timetable and Important Dates for Year 11

Mon 11 Jun	09:00	01:45	Biology Triple: Paper Two (F)
Mon 11 Jun	09:00	01:45	Biology Triple: Paper Two (H)
Mon 11 Jun	09:00	01:10	Combined Science: Paper Two: Biology (F)
Mon 11 Jun	09:00	01:10	Combined Science: Paper Two: Biology (H)
Mon 11 Jun	13:00	01:15	Geography Paper 3
Tue 12 Jun	09:00	01:30	Mathematics: Paper 3 Foundation
Tue 12 Jun	09:00	01:30	Mathematics: Paper 6 Higher
Tue 12 Jun	09:00	01:00	Construction: Safety & Security
Tue 12 Jun	13:00	01:45	History B: Making of America and Living under Nazi Rule
Wed 13 Jun	09:00	01:45	Chemistry Triple: Paper Two (F)
Wed 13 Jun	09:00	01:45	Chemistry Triple: Paper Two (H)
Wed 13 Jun	09:00	01:10	Combined Science: Paper Two: Chemistry (F)
Wed 13 Jun	09:00	01:10	Combined Science Paper Two: Chemistry (H)
Thu 14 Jun	09:00	01:15	Child Development: Health and Wellbeing
Fri 15 Jun	09:00	01:45	Physics Triple: Paper Two (F)
Fri 15 Jun	09:00	01:45	Physics Triple: Paper Two (H)
Fri 15 Jun	09:00	01:10	Combined Science: Paper Two: Physics (F)
Fri 15 Jun	09:00	01:10	Combined Science: Paper Two: Physics (H)
Fri 15 Jun	13:00	00:50	Polish Unit 1
Tue 19 Jun	09:00	01:30	Hospitality & Catering (Spec A) UNIT 1: Onscreen
Tue 19 Jun	09:00	01:30	Hospitality & Catering (Spec A) UNIT 1: Paper
Wed 20 Jun	09:00	01:00	Polish Unit 2
Wed 20 Jun	09:00	01:00	Polish Unit 4



The **Year 11 Prom** will be held on 19th July at Goosedale from 6.30pm - 11.30pm.



GCSE results day is Thursday 23rd August

ABSENCE

Please can we remind parents how important it is that their child attends their lessons promptly every day. It is so important that your child attends lessons and takes their learning seriously.

Students are not authorised to take holidays during Year 11 and medical appointments can only be made with prior consent from the Principal.

100%	<p>This is excellent. This gives students a real advantage when looking for college placements or apprenticeships.</p> <p>When the 'competition' is tough, the attendance figure can often be used as the deciding factor!</p>
97-99.9%	<p>Above 97%: Less than 6 days absence a year. Great attendance! Students with this attendance to the Academy should achieve the very best grades they are able – leading to better prospects for work, college and university.</p> <p>Employers give preference to young job applicants with excellent attendance.</p>
95%	<p>90-95%: Less than 10 days absence in a year.</p> <p>Students with this attendance are likely to achieve their target grades and have good opportunities for work, college or university.</p> <p>Employers will view this as acceptable - but may ask questions.</p>
90%	<p>90% or lower: 19 days absence over the year.</p> <p>Students with this attendance are missing from the Academy for a month of school per year and may drop an exam grade; it will be difficult for them to achieve their best. Employers will have concerns in recruiting students with this attendance record and may not offer a job on the grounds of unreliability.</p>
85%	<p>85%: 29 days absence a year.</p> <p>These students are missing 6 weeks [a whole term] a year. It will be very difficult indeed for them to keep up and achieve their best.</p> <p>It is highly likely that employers will reject any job application on the grounds of unreliability.</p>
80% and below	<p>80%: Students with this attendance are missing a FULL year of study over their 5 years at the Academy.</p> <p>Students find it extremely difficult to keep up with their work, let alone achieve their best.</p> <p>This is an indicator for employers that this student is unlikely to take work seriously or may have significant issues to make employment unlikely.</p>

Revision Tips

We can all remember from our own school days the feeling of confidence going into an exam when we felt as prepared as we could be and dread when we didn't feel prepared enough! Revision isn't about spending every spare minute of every day cramming information into an already stressed brain... it's about using the time that your child does have as efficiently as possible to enable them to understand, practice and remember the skills and knowledge they will need in each exam. Use the following tips to help your child revise calmly and proactively...

The Approach to Revision

- Create a revision timetable that covers the months/weeks/days left before exams. Many of the exams happen in a short intense period of time, so make sure your child doesn't spend weeks revising for their first exam, leaving themselves only hours to revise for every exam that follows.
- Talk to your child about the way they feel they best revise. This may be with music or it may be without. Either way it will probably be best without the distraction of other humans unless the other humans are helping with the revision! It is also important to make sure they have enough space to spread themselves out with books, notes etc, and that any notes can be kept in a safe place.
- Ensure that your child has some time off from revising. This way their brains will be fresher when they come back to it and more is likely to stay in. Time off refers to days in the weeks up to the exams, and an hour or two off in the days up to the exams.
- Encourage your child to revise one section of notes or one set of topics together.
- If your child has trouble with one particular topic in a subject, make sure that they do not just ignore it and move onto something they find easier. Encourage them to talk to you about what they do understand as this will build their confidence and help to break down the feeling of "I just can't do any of it!" Make sure that your child gets any extra help from the subject staff that they need with these kinds of topics.



Revision Techniques

Different techniques definitely work for different people, so make sure that your child is aware of all the techniques below and encourage them to try a mixture so that they can work out which ones work best for them and they don't get bored!

- The classic "read and memorise"**. This does work for some students, but has actually been proven to be one of the least effective methods of revision. If your child says that this does work for them it might be worth testing them at different points in time afterwards to check that the information is staying in

Summary notes. These are a short version of a student's complete notes on a topic

A list of key words for each topic covered. These can act as triggers for other ideas

Mind maps (or other notes in diagram/picture form). The act of creating these notes as well as having them as a revision tool can be very helpful, especially for visual learners.

Question and answers. Ask your child specific questions on a topic (using their notes as a guide) or encourage them to ask a friend round to test each other. (Make sure they do actually do this!)

Make up a set of revision cards. Encourage your child to make up one main topic per card with each card listing ideas and information for this topic. Your child can carry these cards with them and use them to revise in "dead time" e.g. when waiting for the bus or tram. The following is an example of one format for a revision card.



Subject:		Topic:	
Key Words:	Further Information:	Examples/Links to other areas	

Exam Techniques

Again, I'm sure we can all remember people at school who happened to be very good at exams even without doing as much work as other people. It is true that doing exams is an art form in itself, but it is one that can be learned so encourage your child to remember the following when they are approaching the exam season.



Before the Exam:

- Get a good night's sleep! Don't stay up till all hours revising. Do a final review of the main topics and points and leave it.
- Ensure you know exactly where and when the exams will be. There is nothing worse than having to be phoned by school because you should be in an exam and arriving stressed out already! Get yourself there in plenty of time, having had a good breakfast or lunch and with all the equipment that you will need.
- Make sure that you only spend time with people who have a positive effect on you and are not going to undermine your confidence or wind you up. (It can sometimes be good friends who have this effect!)
- If you can, wear a watch so that you can see the time easily in the exam. Make sure that any alarms or hourly chimes are disabled.

In the Exam:

- Make sure you are sitting in a comfortable position and use the time while everyone is getting settled to relax. Concentrate on slowing your breathing down to help you do this and remember that you are in the exam to show what you can do.
- Make sure you have access to the equipment that you will need easily.
- Listen very carefully to any instructions or announcements and ask if anything is unclear or if you need something you haven't got.
- The first few minutes of an exam are the most important as you make decisions that will affect the rest of the time, so don't be in too much of a hurry to start writing. Allow yourself time to read the questions properly and plan answers that need planning. Use the following as a guide for the first few minutes of the exam:
 1. Read the instructions on the front of the paper very carefully so that you know exactly how many questions you have to answer and any constraints e.g. "Answer 2 questions from section A and 1 question from section B"

2. "Speed read" the paper to get an idea of the questions that are in it and the marks that are available for the question. This will help you decide how long you should spend on each question. There is no point spending half an hour on a question that is worth 10 marks to leave yourself with 10 minutes to answer a question that is worth 20 marks.
 3. **Then!** Read each question carefully and thoroughly, so that you have a clear understanding of what it is asking. Highlight key words/points. Read all the parts of the question before deciding whether to answer it or not.
 4. Check that there are no further questions on the back of the sheet.
 5. Work out how long you need to spend on each question, allowing yourself some time for checking answers at the end.
 6. If the question requires a longer or essay style answer make some notes before you start answering so that you have a list of all the things you need to cover. This will also help you to put them in a logical order.
 7. If you have to read a lot of information at the beginning of the exam e.g. for English comprehension or source material in humanities some people find it helpful to read the first sentence in every paragraph before attempting to read the whole thing as it gives you an idea of what the piece is about and can help to break it down and formulate ideas for your response as you are reading.
- Answer the question, making clear if necessary which question you are answering.
 - If you are doing mathematical questions make sure you show your working as some marks may be given for this.
 - Concentrate on what you do know rather than worrying about anything that you don't but make sure you answer the question.
 - For exams where you write the answers on the same sheet that the questions are on you can go through the paper and answer the questions you feel most confident about first. This will help to build your confidence and you may find yourself remembering more things. Just make sure to remember to go back and answer ones you have missed out.
 - Ensure you keep an eye on the time and make yourself move on when the time you have given yourself to answer a particular question is up. People who spend time attempting to answer more questions always do better than people who attempt to answer fewer questions perfectly.
 - If you go blank, brainstorm words and ideas onto a sheet of rough paper or onto the back page. This will help to get ideas going. If this doesn't work leave a space and go onto something you can do. Breathe slowly!

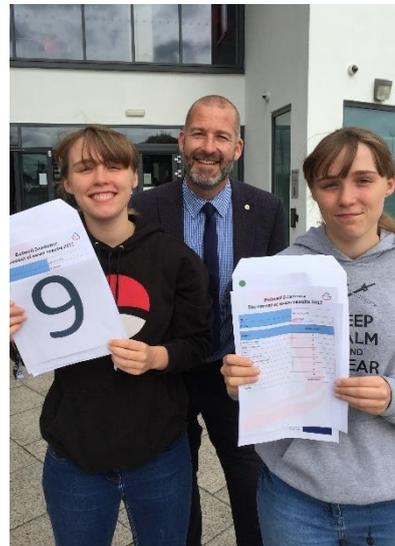
For longer answers structure your work as you would for coursework. Essays should have a clear line of reasoning, a well-structured argument and, an introduction and a conclusion.

- Use all the time you have in the exam to check your answers carefully and adapt them where necessary. Make sure that what you have written makes sense and that you have not missed key words out in the rush to get the question answered. *Do not sit there doing nothing – use every minute available!*
- If you find yourself really struggling, don't just give up hope do as much as you can and remember every mark counts. It might be that every student in the country doing the exam thinks it is really difficult (and then the exam board will have to move the grade boundaries down!)
- Don't worry about what anyone else in the exam is doing. Remember you all get a separate results envelope!

After the Exam:

- Try to avoid discussing it with others as this usually only leads to anxiety, when you can do absolutely nothing about it!
- Visualise your brain wiping that exam and the information you needed for it so that there is more space for the next exam. You are one step closer to it all being over.

Well done !



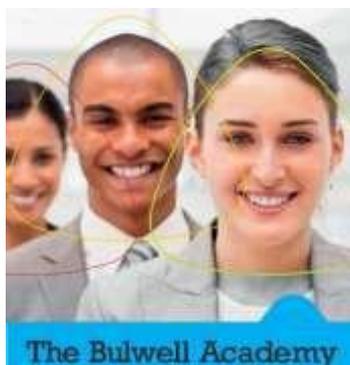
Sixth Form Colleges & Apprenticeships

Key Contacts

We would hope that your child has already begun to think about applying for their sixth form studies. If not, now is the time to begin! Offers are often subject to appropriate examination grades, so there is even more reason to follow some of the tips and guidance given above!

If you need to contact the local colleges, key contact details are given below:

College name	Email/contact:	Website	Telephone
Bulwell Academy – Sixth Form	Mr Turner, Mrs Yarnall, Mrs Bingham	www.bulwellacademy.co.uk	0115 964 7640
Central College Nottingham	enquiries@ncn.ac.uk	www.ncn.ac.uk	0115 910 0100
West Notts College	enquiries@wnc.ac.uk	www.wnc.ac.uk	01623 627191
Confetti Institute of Creative Technologies	hello@confetti.uk.com	www.confetti.uk.com	0115 993 2321
Apprenticeship Service	Enquiries to be made on-line.	www.apprenticeships.org.uk	0800 015 0600
Bilborough College (A Levels)	enquiries@bilborough.ac.uk	www.bilborough.ac.uk	0115 851 5000
Nottinghamshire Futures (advice only)	Cathy Vindellis (in school)	www.futuresadvice.co.uk	0115 960 1597



Further information regarding the curriculum offer for the Bulwell Academy Sixth Form is available on our website – www.bulwellacademy.co.uk : ‘Learning Choices for Sixth Form’ page.

Sixth formers at Bulwell achieve well and make positive career steps into university, apprenticeships and employment. Join our sixth form and study in familiar surroundings with teachers you trust and with students you know.

If your child has any issues with regard to college places or apprenticeships, please can you advise them to meet with, in the first instance, Mr Keiron Turner in the Business Hub at the Academy.

Careers Advice & Guidance: understanding College Applications

The careers, education, information, advice and guidance (CEIAG) support offered to our students is based around their ambitions for the future and how they can use their qualifications to support this.

From September 2017, students beginning Level 1 and Level 2 study were able to study a range of specialist vocational qualifications. These vocational qualifications provide an excellent pathway to further study and are equal in value to a GCSE unless stated otherwise.

Please note: At the time of writing this document, ongoing changes to GCSEs and BTECs mean that we are still awaiting confirmation of the subject curriculum. This particularly affects Health & Social Care, Construction, Dance, Performing Arts and ICT

Due to the changes in GCSEs, the following progression advice is based on information available to us at the time of writing this document.

Changes to GCSEs & BTECs:

OLD LETTER GRADES	NEW NUMBER GRADES
A*	9
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
U	U

You will have heard that GCSEs are changing. Education reforms are affecting the grading for GCSEs and your child's subjects will all be assessed using the new grading.

The main features of the new GCSEs are:

- A new grading scale of 9 to 1 will be used, with 9 being the top grade.
- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There will be new content which has been developed by government and the exam boards.
- Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities.
- Resit opportunities will only be available each November in English language and maths.

As the changes take effect, employers and educators will adjust the entry requirements for courses accordingly. We do not anticipate that this will cause undue problems for our students although it is important to note the importance of achieving 'pass' grades in English and mathematics.

If these passes are not achieved by the end of year 11, there will be a requirement for students to continue to study these subjects until an appropriate grade which proves competency is achieved.

BTECs, vocational subjects, have also undergone considerable change with an increase in the measurement of progress by exams at the end of the course and fewer judgements being made during the course.

Progression to 'A' Levels & considering university

Admission requirements for college and Sixth Form study are clear and if appropriate grades are not achieved a student may not be able to study their chosen subject at a higher level. For this reason, we encourage all students to have a second choice or 'Plan B'.

All students should be aware that the entry requirements are *minimum* requirements and they may not be offered a place on a course if there is competition from students with higher qualifications for a place.

The following information is correct at the time of writing and is intended as a guide for parents of students currently in Year 8. The changes to grades and course structures make it impossible to offer exact guidance at this time but we anticipate the following should apply:

- To study 'A' levels at sixth form college, students are required to have a minimum of five GCSE passes (grade 5 or higher) to enable them to study three 'AS' levels; six GCSE passes will enable them to study four 'AS' levels.
 - Bilborough College insist that English and Maths passes must be two of the five GCSE subjects.
 - The Bulwell Academy require five passes at GCSE including English and maths. If either of these is not passed, it can be retaken but must be achieved in the first year of sixth form.
- Students need a minimum of a '5' grade in Maths to study 'A' level maths or science subjects.
- Students need a minimum of a '5' grade in English to study 'A' level English.
- A vocational qualification is a GCSE-equivalent pass (unless stated otherwise) providing that the qualification is achieved at either Merit or Distinction (a Pass mark is not enough).
- A student can only use one vocational qualification (Merit or Distinction) in their application; hence, they will need a further four GCSEs to meet the minimum entry requirements.
- Many colleges now require English, Maths and Science at GCSE as a minimum for 'A' level study.
- The quality of the application form and the student's interests/volunteering are very important.

Medical Sciences:

- Students wishing to study medical sciences at university will need a minimum of 5 GCSEs at grade 5 or higher.
- The level 2 Award in Health & Social Care (BTEC) will not enable students to study an 'A' level in physics, chemistry or biology (dentistry & medical sciences require a range of science based GCSEs)

Please note: entry requirements for colleges and universities change each year and this information is currently correct but we would recommend that students ensure that their subjects enable progression to Higher Education when making 'A' Level/Level 3 choices. We also advise you that the minimum entry requirements to college are subject to change with significant increases in recent years.

Students wishing to progress to university should carefully consider taking French or, where English is a second language, applying to take a GCSE qualification in their first language.

Progression to Apprenticeships and vocational courses

Requirements for apprenticeships vary depending upon the employer. To be clear, many nationally recognised and employer led programmes require a pass at GCSE English, Maths and Science (or BTEC equivalent). An apprenticeship for an employer such as Rolls Royce may also require 'A' level or equivalent qualifications. Apprenticeships should not be viewed as a low-skill alternative.



Many colleges are prepared to recruit students to apprenticeships without the key qualifications but then require that these exams are passed during the apprenticeship programme.

It is possible for a low-achieving student to obtain an apprenticeship but, all apprentices need to complete a Level 2 in Literacy and Numeracy.

Apprenticeships are a tremendous alternative to university for students leaving year 13 with A levels or high grades in Level 3 qualifications. The higher skills entry level often attracts higher salaries and more rapid career progression.

Developing your child's CV and applying for work

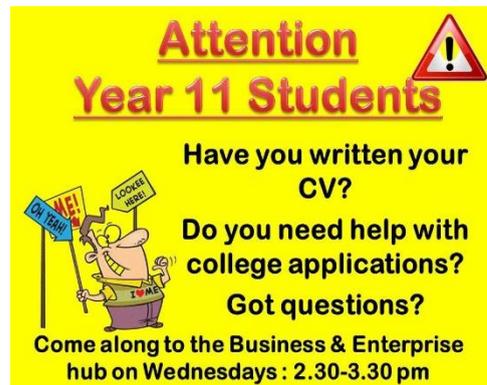
There is no avoiding the fact that one of the hardest jobs to get is the first one.

The Bulwell Academy has a great reputation for supporting our students to progress on to further education (whether it is with us or going to college) and helping with apprenticeships or employment with training. We are unrelenting in supporting and encouraging your child to think about their future and the key to this is a good, updated *curriculum vitae*.

Your child should have written their CV already, please encourage them to keep it up to date. They should add any leadership, team working or sporting successes as well as work experience and volunteering placements.

Your child has an 'Employment Intelligence' workbook which gives lots of useful information about applying for work together with lots of website links. Your child has recently been shown how to use the Start Profile (www.startprofile.com) website to help to inform their future career choices. There are lots of other useful websites too and it's now the time to explore the huge range of options available to them.

Please take a look at our website, again, it holds lots of information about careers advice and guidance. If you have any concerns about the support that your child is receiving, we will be happy to meet with you and talk through the options. We can even arrange for your child to see an independent careers counsellor from Nottinghamshire Futures if you wish (and you can attend too, again, if you wish).



Attention 
Year 11 Students

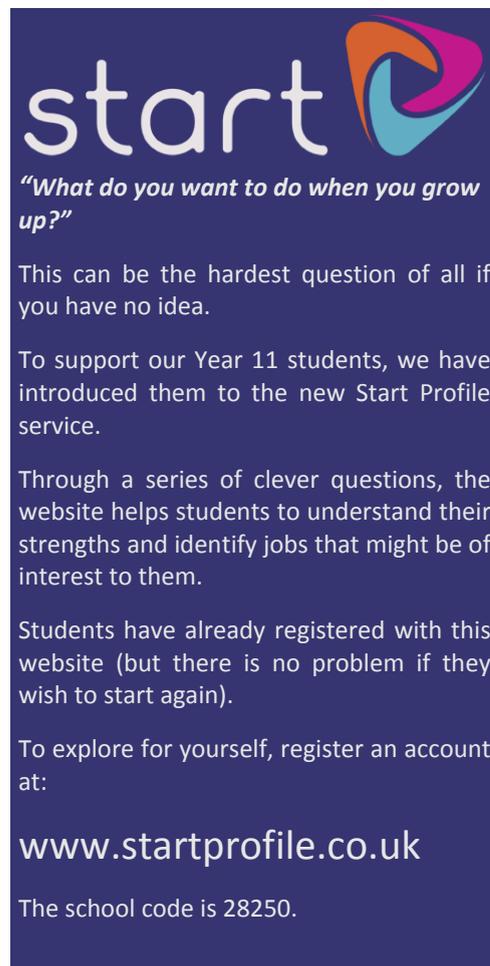
Have you written your CV?

Do you need help with college applications?

Got questions?

Come along to the Business & Enterprise hub on Wednesdays : 2.30-3.30 pm

The poster features a cartoon character holding signs that say 'WE!', 'LOOKER HERE!', and 'ON TRAIN!'. The character is wearing a green shirt with 'I LOVE ME' written on it.



start 

"What do you want to do when you grow up?"

This can be the hardest question of all if you have no idea.

To support our Year 11 students, we have introduced them to the new Start Profile service.

Through a series of clever questions, the website helps students to understand their strengths and identify jobs that might be of interest to them.

Students have already registered with this website (but there is no problem if they wish to start again).

To explore for yourself, register an account at:

www.startprofile.co.uk

The school code is 28250.