

# The Bulwell Academy

## Year 11 Parent

### Handbook

#### 2014 -15



## Dear Parents

Thank you for taking the time to read this handbook. We hope that you will find it helpful in supporting your child in the most important year of their education, and that in working together we can ensure that your child achieves their very best.

Inside the handbook 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 take a moment to have a look at the *Menu of Support* section as it lists the extra-curricular opportunities we provide to support students with their achievement in particular qualifications. Following the October half term holidays we will be beginning Saturday morning sessions when all students will be welcome to come into school to revise, practise skills they are unsure of, or develop pieces of work. The Saturday morning sessions will run from 10am until midday and we will provide students with biscuits and a warm drink.

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](mailto: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.

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 year of secondary education, please take time to look through this handbook – it is written with the intention to give you additional support.

**A lison Bingham**

**Mrs A. Bingham**

**Director of Business & Enterprise**



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# Year 11 Key Dates

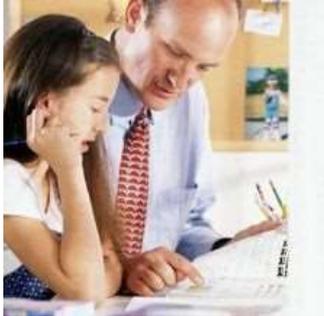
Week beginning	Event	Notes
13 <sup>th</sup> Oct	Wed 15 <sup>th</sup> Oct – NCN High Pavement open day Wed 15 <sup>th</sup> Oct – Stevenson College (Notts Campus) Sat 18 <sup>th</sup> Oct – Bilborough College open day	3 – 7pm  10 – 1pm
20 <sup>th</sup> Oct	Half term holiday	
27 <sup>th</sup> Oct	Half term holiday	
3 <sup>rd</sup> Nov	Mock exams begin  <b>7<sup>th</sup> November – English exam – Please note this is a real GCSE examination and not a mock examination</b>	<i>Please see 'Achieving at Year 11' on our website for full details of the exam timetable.</i>
10 <sup>th</sup> Nov	Mock exams  Tues 11 <sup>th</sup> Nov – NCN High Pavement open day and NCN Basford Hall open day	
17 <sup>th</sup> Nov		
24 <sup>th</sup> Nov		
1 <sup>st</sup> Dec	Fri 5 <sup>th</sup> Dec – INSET day	
8 <sup>th</sup> Dec	Wed 10 <sup>th</sup> Dec – Parents' Evening	
15 <sup>th</sup> Dec	Thursday 18 <sup>th</sup> December – Christmas Fair (3 pm onwards)  Friday 19 <sup>th</sup> December – last day of term	
22 <sup>nd</sup> Dec	Christmas holiday	
29 <sup>th</sup> Dec	Christmas holiday	
5 <sup>th</sup> Jan	Mon 5 <sup>th</sup> Jan – INSET day  Exam week	
12 <sup>th</sup> Jan		
19 <sup>th</sup> Jan		
26 <sup>th</sup> Jan	Wed 28 <sup>th</sup> Jan - NCN City (Adams Building) open day, NCN Clarendon open day and NCN Basford Hall open day	

2 <sup>nd</sup> Feb		
9 <sup>th</sup> Feb		
16 <sup>th</sup> Feb	Holiday	
23 <sup>rd</sup> Feb		
2 <sup>nd</sup> March		
9 <sup>th</sup> March		
16 <sup>th</sup> March	Wed 18 <sup>th</sup> March – Parents' Evening	
23 <sup>rd</sup> March		
30 <sup>th</sup> March	Exam week Easter holiday begins Friday 3 <sup>rd</sup> April	
6 <sup>th</sup> April	Easter holidays	
13 <sup>th</sup> April	Easter holidays	
20 <sup>th</sup> April		
27 <sup>th</sup> April		
4 <sup>th</sup> May	Mon 4 <sup>th</sup> May – May Day June examination series begins	<i>The exam timetable will be placed on our website on the 'Achieving Success at Year 11' as soon as it is available</i>
11 <sup>th</sup> May		
18 <sup>th</sup> May		
25 <sup>th</sup> May	Holiday	
1 <sup>st</sup> June		
8 <sup>th</sup> June		
15 <sup>th</sup> June		
22 <sup>nd</sup> June		
29 <sup>th</sup> June	June examination series ends	
6 <sup>th</sup> July	Thursday 9 <sup>th</sup> July - Year 11 Prom	Goosedale 6.30 - 11.30pm
13 <sup>th</sup> July		
20 <sup>th</sup> July		

GCSE results day is **20<sup>th</sup> August 2015**

# 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 achieve 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. Your child has core lessons (English, Maths, Science, ICT) first period of the day several times a week so it is vital that they are there. 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 really 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. Show your support for your child by coming to Parents Evening.**

You will have more information this year about your child's progress and achievement than ever before. There will be 6 progress reports throughout the year as well as a number of parents' evenings. If you don't usually come to parents' evenings please make an exception this year. We promise your child will appreciate it (even if they say they won't!)



**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 out of 4 for their attitude to learning. The scores are summarised in the table below:

4 H	Excellent – your son/daughter always does their absolute best at all times. They have an excellent attitude to their learning.
3 v	Good – your son/daughter responds well and completes all tasks consistently. They have a good attitude to their learning.
2 e	Needs improvement – your son/daughter does not always complete their work to the best of their ability. Their attitude to learning needs improvement.
1 a	Poor – your son/daughter 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 1 or 2 and encourage them to aim for scores of 3 or 4 by the time the next report comes out. If your child is unsure of the reasons for low scores then ask them to discuss it with the subject teacher or feel free to make contact yourself.

**8. Discuss what your child would like to do next year with them and the 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 in the Menu of Support for Year 11.



The *Menu of Support for Year 11* is a list of all the extra ways in which the Academy can 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. The current menu is detailed further on in the handbook. Please encourage them 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 Sarah Baker, Vice Principal (Inclusion & Behaviour Executive SENCO)

# 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.

<b>100%</b>	This is excellent. This gives students a real advantage when looking for college placements or apprenticeships. <b>When the 'competition' is tough, the attendance figure can often be used as the deciding factor!</b>
<b>97-99.9%</b>	Above 97%: <b>Less than 6 days absence a year.</b> 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. <b>Employers give preference to young job applicants with excellent attendance.</b>
<b>95%</b>	<b>95%: Less than 10 days absence in a year.</b> Students with this attendance are likely to achieve their target grades and have good opportunities for work, college or university. <b>Employers will view this as acceptable - but may ask questions.</b>
<b>90%</b>	<b>90%: 19 days absence over the year.</b> 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. <b>Employers will have concerns in recruiting students with this attendance record and may not offer a job on the grounds of unreliability.</b>
<b>85%</b>	<b>85%: 29 days absence a year.</b> 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. <b>It is highly likely employers will reject any job application on the grounds of unreliability.</b>
<b>80% and below</b>	<b>80%: Students with this attendance are missing a FULL year of the academy over the 5 years of to keep up with work – let alone achieve their best.</b> <b>Long term unemployment and limited job opportunities are the likely outcomes for the student.</b>

# Menu of Support for Achievement in Year 11

Please find below a list of the extra ways in which we can support students in Year 11 with the aim of making sure that each student achieves their potential. Please see the department concerned for any further information required. The list will be updated throughout the year and a copy will be sent home regularly. It is also worth remembering that there are many useful websites and subject staff will be happy to recommend specific ones that can help with coursework and revision.



## English

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
English after school sessions	These sessions will help you to develop pieces of work, practise exam technique and build your confidence so that you are as prepared as possible for your final exam	Tuesdays and Thursdays 3.15 – 4.30	

## Maths

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
Maths academic coaching (small groups)	It allows you to have focused help to really break down the areas that you find difficult in a situation where you can have more attention than in lessons	Speak to Miss Stopard about accessing academic coaching in Tutor time	Try and work out before you speak to the teachers what the specific area of difficulty is.
<i>Maths Watch</i> Video Clips	The clips take you through particular maths topics	Go on to the student learning tab on the learning platform, choose “learning” and scroll down to maths. On the left hand menu it says “Maths Watch video clips”. Click on this and choose either the foundation or higher folder, and then choose the topic in maths you would like to see an example of.	Have a word with your maths teacher to see if there are particular clips they would recommend for you.
<i>After school drop-ins</i>	Here you can receive 1-2-1 assistance with any topic you may be finding difficult.	Available every Monday, Tuesday and Thursday	
<i>Maths coaching Saturday morning sessions</i>	Practise and develop skills and past papers with the maths teachers to help you	Saturday mornings from 10 until 12, beginning after February half term	

## Science

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
After school catch up sessions for GCSE coursework	It can help you to fill any gaps missing in coursework. It also gives an opportunity for pupils to make up ground if they have been absent.	Monday, Tuesday and Thursday after school.	
Revision packs	You have chance to use readymade revision packs as part of your revision timetable	Tailored for individuals in their lessons.	Past papers will follow. See your science teacher for more information
After school catch up sessions to focus on exams	This can help you to plug gaps in your knowledge	Monday and Tuesday after school	These will begin when coursework is complete

## Humanities (GCSE Humanities, History and Geography)

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
Catch up and development sessions for students who do History	It will help students who have work missing or would like to improve their grade.	Tuesday 3:20 – 4pm in FF block	With Mr Andrews
Controlled Assessment support will be available for support with research and planning for Humanities GCSE	Provides opportunity to ensure that students are as prepared as possible for the controlled assessment	Monday, Tuesday and Thursday 3.15 – 4.15	With Mr Wilmington
Catch up and development sessions for students who do Geography	It will help students who have work missing or would like to improve their grade.	Tuesday 3-15 – 4.30	With Mr Matthews

## ICT and Business

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
ICT Catch – Up Sessions	It can help you to fill any gaps missing in coursework. It also gives an opportunity for pupils to make up ground if they have been absent.	Monday, Tuesday, Thursday and Friday after school – attend as and when required for support needed.	
Business controlled assessment support	These sessions will help you to be as prepared as possible for your Business controlled assessments	Tuesdays and Thursdays until 4.30	

## PE (GCSE PE )

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
Extra GCSE PE Lessons (Alongside Year 10 students)	Go over areas of study that you need further help with	Speak to Mr Derry or Miss Bacon about the appropriate sessions for you.	

## Expressive Arts (Art and Drama GCSE)

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
Art Catch-Up	Students identify with staff the gaps in their work and then can use the time available to fill those gaps or develop their work further	Tuesday 3.15 – 4.15 (Other nights by arrangement with staff).	Location: Miss Brettell's Art room
Drama extension and catch-up sessions	Students have extended rehearsal time to work on devised and scripted pieces. Alternatively, students have support to work on missing or below target pieces of coursework	Thursday 3.15-4.30 and at other times by arrangement with Mrs Beresford or Miss Stopard	

## Technology (Graphics and Fashion GCSE and Health and Social Care BTEC)

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
GCSE Graphics after school sessions	Opportunity for mentoring, catch up work, improving grades	Any day after school until 4.30	
GCSE Textiles (Fashion) after school sessions	Opportunity for mentoring, catch up work, improving grades	Any day after school until 4.30	
BTEC Health and Social Care	Opportunity to develop work from lessons	See Mrs Smith for details	

## Modern Foreign Languages (French GCSE)

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
Skills development	Become more confident with your skills in French	Monday until 4.15 with Mrs Turner	

## Inclusion

What Is It?	How Can It Help?	How Do I Access It?	Any Other Information?
Homework club (particularly support with written tasks)	It is a chance to have additional support with homework	A block Literacy Intervention Room centre (by the library) Tues 3.15 – 4pm	
Maths homework club	Support with maths	Thursday 3.15 – 4pm as above	

# 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, practise 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 not 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 else 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

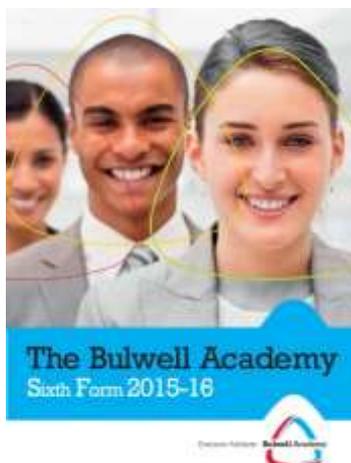
# Sixth Form Colleges & Apprenticeships

## 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:	Website	Telephone
Bulwell Academy – Post 16	<a href="mailto:d.mumford@bulwellacademy.co.uk">d.mumford@bulwellacademy.co.uk</a>	<a href="http://www.bulwellacademy.co.uk">www.bulwellacademy.co.uk</a>	0115 964 7640
New College Nottingham (NCN)	<a href="mailto:enquiries@ncn.ac.uk">enquiries@ncn.ac.uk</a>	<a href="http://www.ncn.ac.uk">www.ncn.ac.uk</a>	0115 910 0100
South Notts College (SNC)	<a href="mailto:enquiries@snc.ac.uk">enquiries@snc.ac.uk</a>	<a href="http://www.snc.ac.uk">www.snc.ac.uk</a>	0115 914 6414
West Notts College	<a href="mailto:enquiries@wnc.ac.uk">enquiries@wnc.ac.uk</a>	<a href="http://www.wnc.ac.uk">www.wnc.ac.uk</a>	01623 627191
Confetti Institute of Creative Technologies	<a href="mailto:hello@confetti.uk.com">hello@confetti.uk.com</a>	<a href="http://www.confetti.uk.com">www.confetti.uk.com</a>	0115 993 2321
Apprenticeship Service	Enquiries to be made on-line.	<a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a>	0800 015 0600
Bilborough College	<a href="mailto:enquiries@bilborough.ac.uk">enquiries@bilborough.ac.uk</a>	<a href="http://www.bilborough.ac.uk">www.bilborough.ac.uk</a>	0115 851 5000



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.

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

## Minimum Entry requirements: Progression to Further Education, Higher Education and Employment

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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.

Admission requirements vary from college to college – the requirements for both Bilborough College and High Pavement are particularly stringent and can leave a student without the opportunity to study their chosen subject at a higher level if appropriate grades aren't achieved.

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.

### Higher performing students - progression to 'A' Levels

- To study 'A' levels at sixth form college, students are required to have a minimum of five A\*-C passes at GCSE 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 must be 2 of the 5 GCSE subjects.
  - High Pavement do not count BTECs towards the GCSE count.
- Students need a minimum of a 'B' grade in Maths to study 'A' level maths or science subjects.
- Students need a minimum of a 'B' grade in English to study 'A' level English.
- A BTEC Diploma only 'counts' as a two-GCSE equivalent pass if the Diploma is achieved at either Merit or Distinction (a Pass mark is not enough).
  - Colleges will only recognise a BTEC Diploma as one GCSE equivalent (this might include a BTEC certificate – depending on the applicant's 'added value' and the appropriateness of the qualification to the course).
- A student can only use one BTEC Diploma (Merit or Distinction) in their application; hence, they will need a further three GCSEs to meet the minimum entry requirements.
- BTEC Extended Certificates do not count towards GCSEs and have no 'points' to enable college entry.
- Many colleges now require English, Maths and Science at GCSE as a minimum for 'A' level study.
- BTEC science at L2 does not enable a student to study chemistry, physics or biology at 'A' level – students need Core and Additional Science.
- OCR Qualifications in ICT are not recognised to enable students to study 'A' level in ICT (even a Distinction does not carry enough points to be of value)
- The quality of the application form and the student's interests/volunteering are very important.

### Sciences:

- Students wishing to study medical sciences at university will need a minimum of 5 GCSEs at A\* - C (BTEC equivalents are not counted in this case).

- A level 2 diploma in Health & Social Care (BTEC) will not enable students to study an 'A' level in physics, chemistry or biology (dentistry, medical sciences require a GCSE)
- Students wishing to build on their level 3 diploma in Sports Leadership to progress into physiotherapy need to also have a minimum of an 'AS' level in Biology. *This is the minimum university requirement – some universities require at least 100 UCAS points arising from science qualifications (an 'AS' pass at Grade A – 60 UCAS points).*

## Progression to Apprenticeships

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 an 'A' level qualification. 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.

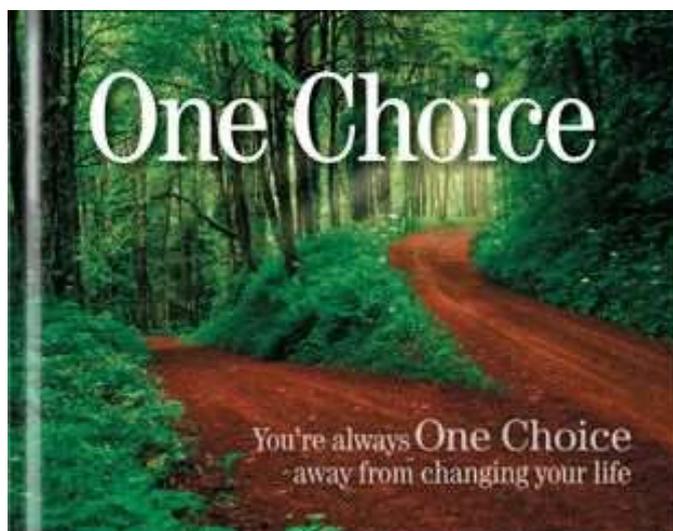
Yes, it is possible for a low-achieving student to obtain an apprenticeship but, all apprentices need to complete a Level 2 in Literacy and Numeracy.

Apprenticeships can also be offered to students leaving year 12 or 13; where there is a higher skills entry level, these often offer higher salaries and more rapid career progression.

The Bulwell Academy works closely with Nottingham City Council's Apprenticeship Hub and we encourage all students to register with this website to keep updated on the latest employment opportunities. (<http://www.nottinghamcity.gov.uk/apprentice>)

An Apprenticeship Week activity to outline the routes into apprenticeships is held in March of Year 11 and all parents and students are invited to attend.

**Alison Bingham**  
**Director of Business & Enterprise**  
*Revised September 2014*



# 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 Plotr ([www.plotr.co.uk](http://www.plotr.co.uk)) 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 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'll 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**