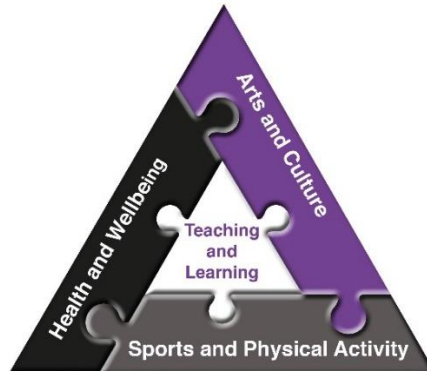


Year 11 Curriculum Booklet

2024-25



We offer a rich and inspiring curriculum enabling each individual to explore their potential, build on their strengths and discover their passion.

We do this by embedding a culture of respect, responsibility, resourcefulness and resilience.

Our curriculum journey empowers students to make successful life choices and meaningful contributions to society.



Year 11 Curriculum

Welcome to Year 11. This booklet outlines what you should expect to learn during Year 11 as you prepare for your final examinations. For more information about what you should know at the end of each topic, please refer to our website: <https://www.newcollege.leicester.sch.uk/>

All students study the core subjects:

- GCSE English language and GCSE English literature
- GCSE Mathematics
- GCSE Combined Science, or GCSE Biology, Chemistry and Physics (Triple Science)
- Physical Education
- Personal, social, health and economic education
- Careers, Citizenship, Computer Science, Sex and Relationship Education, Religious Education.

Students have also chosen 4 optional subjects to follow from those listed below. All are GCSE or equivalent qualifications:

Humanities	Languages	The Arts	Design & Technology	Other
Geography History Citizenship RE	French Spanish *Additional Languages	Art Music Performing Arts (Drama) Performing Arts (Dance)	Engineering Design Technology Hospitality & Catering Textile Design	Enterprise (Business) Computer Science ICT – I Media Hair & Beauty Health & Social Care Media Studies Sport

**GCSEs in additional languages could be taken by students who can read, write and speak, with limited additional coaching, in the identified language.*

Year 11 Tutor Team



The Year 11 tutor team is here to support you throughout your time at New College Leicester.

Our email addresses are here, so that your parents can contact us if they need to:

11EDI	Mr Dias	edias@newcollege.leicester.sch.uk
11DPA	Mr Palmer	DPalmer@newcollege.leicester.sch.uk
11KBP	Miss Bapu	kbapu@newcollege.leicester.sch.uk
11KKA	Mr Karavadra	kkaravadra@newcollege.leicester.sch.uk
11LCR	Mr Creissen	lcreissen@newcollege.leicester.sch.uk
11RCA	Miss Cave	rcave@newcollege.leicester.sch.uk
11SCH	Miss Chauhan	SChauhan@newcollege.leicester.sch.uk
11YCH	Mr Chebbout	ychebbout@newcollege.leicester.sch.uk
Language School	Miss Maguire	emaguire@newcollege.leicester.sch.uk
Head of Year	Mrs M Brown	mbrown@newcollege.leicester.sch.uk
SLT Link	Mrs Wilson	cwilson@newcollege.leicester.sch.uk

Revision and Exams

Year 11 is clearly a vital year for all students. You are expected to revise for your examinations as well as completing homework and coursework.

Mock examinations will begin on **Monday 4th November**. This will give you the opportunity to show what you know in formal examination conditions and is a vital part of the preparation for your final examinations later in the school year.

You should already be revising for these. However, if you are still not certain about how to revise effectively, we will be teaching you about a range of revision strategies, as well as ensuring you have access to revision resources and websites.

Students will also be completing their coursework in both practical and vocational subjects. You should make sure that your coursework is completed to the best of your ability, as this forms part of their final grade.

Please make the most of this year.

Do your best, as the best grades are the result of hard work

Yr11 Coursework Calendar 2024-2025



Please see the coursework deadlines listed below. This will help you to plan your time to ensure your coursework is completed on time and that you are preparing for any assessments that are coming during the school year. Your teachers will let you know if there are any changes to this timetable.

Please also note that the final GCSE examinations begin in the week commencing 8 May and will continue until 30 June. The full timetable is not yet available.

Homework Timetable 2024 – 2025



Homework **develops positive study habits and independent learning.**

Research shows that homework has a positive impact on progress. Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in depth inquiry, prepare for lessons or revise for exams. In addition, homework gives parents a chance to see what is being studied in school and teaches our students how to take responsibility for their part in the educational process.

Please see the homework timetable below.

This timetable is a guide to illustrate the night on **which homework should be completed.**

***Students will have to do one of the subjects listed based on the option they have chosen.**



English Language and Literature (2 GSCE's)

In year 11, students get the chance to showcase their reading, writing and speaking skills. The year begins with the study of Macbeth, followed by consolidation of key texts from year 10 to ensure they are confident in remembering and writing about those texts. Students will build on their knowledge of 19th Century texts through the analysis of unseen extracts; they'll complete their study of poems from the anthology and will finally have a chance to demonstrate their expertise in the lead up to their final exams. As with year 10, talk is celebrated- students will continue to develop their oracy skills through a range of exploratory and presentational talk.

Term	Unit		Key Concepts:
Autumn 1	Literature Paper 1 Section A: Macbeth	Literature Paper 2 Section B: Conflict Poetry Students will study the final six of the poems from the Conflict anthology throughout the year.	Texts and content are selected and sequenced for specific meaning. Writers use language and structure to convey meanings Context informs interpretation
Autumn 2	Consolidation: Literature Paper 1 Language Paper 2		Writers use language and structure to convey meanings. Texts and content are selected and sequenced for specific meaning. Etymology, morphology and phonology is vital in decoding new material. Context informs interpretation
Spring 1	Language Paper 1 Section A: 19 th Century Fiction Literature Paper 2 Section C: Unseen Poetry		Context informs interpretation Writers use language and structure to convey meanings Texts and content are selected and sequenced for specific meaning. Etymology, morphology and phonology is vital in decoding new material.
Spring 2/ Summer 1	Exam Skills		Standard English is vital in conveying confidence. Writers use language and structure to convey meanings Texts and content are selected and sequenced for specific meaning. Etymology, morphology and phonology is vital in decoding new material.

For further information, please contact Mrs Geraghty at ageraghty@newcollege.leicester.sch.uk



Mathematics (GCSE)

GCSE Mathematics has a foundation tier (grades 1 – 5) and a higher tier (grades 4 – 9). The course is assessed through three terminal papers at the end of Year 11. Content from any part of the specification may be assessed in any paper.

In Year 11 students are covering the remaining topics at Higher and Foundation and are revising their learning from previous years to prepare for their final examinations.

Paper 1	Paper 2	Paper 3
<ul style="list-style-type: none">• Non-calculator• 1 hour 30 minutes• 80 marks• 33 $\frac{1}{3}$ % of final assessment	<ul style="list-style-type: none">• Calculator allowed• 1 hour 30 minutes• 80 marks• 33 $\frac{1}{3}$ % of final assessment	<ul style="list-style-type: none">• Calculator allowed• 1 hour 30 minutes• 80 marks• 33 $\frac{1}{3}$ % of final assessment

Topic	Key content
Quadratics	<ul style="list-style-type: none">• Expressions, equations, identities, formulae• Expanding the product of two and three binomials• Factorisation• Solving quadratic equations• The quadratic formula• Completing the square• Roots and turning points•
Real Life Graphs	<ul style="list-style-type: none">• Rates of change• Proportionality• Speed, distance, time graphs• Velocity time graphs• Comparing distribution
Simultaneous Equations	<ul style="list-style-type: none">• Solving linear equations• Solving simultaneous equations:<ul style="list-style-type: none">• using a graphical method• by elimination• by substitution• Solving simultaneous equations where one function is linear and the other quadratic
Inequalities	<ul style="list-style-type: none">• Inequality notation• Solving linear inequalities• Solving quadratic inequalities

Direct and Inverse Proportion	<ul style="list-style-type: none"> • The unitary method • Direct proportion • Inverse proportion • Graphs of proportionality
Bounds	<ul style="list-style-type: none"> • Rounding using decimal places and significant figures • Upper and lower bounds • Error intervals
Powers and Roots	<ul style="list-style-type: none"> • Squares, cubes, powers and roots • Laws of Indices • Negative and fractional indices
Sine and Cosine Rule	<ul style="list-style-type: none"> • Trigonometry in right-angled triangles • The Sine Rule • The Cosine Rule
Graphs of Functions	<ul style="list-style-type: none"> • Curved Graphs, including cubic, reciprocal and exponential functions • Trigonometric graphs • Transformations of Graphs
Circle Theorems	<ul style="list-style-type: none"> • Equation of a Circle • Circle Theorems
Iterations	<ul style="list-style-type: none"> • Iterations
Vectors	<ul style="list-style-type: none"> • Column vectors • Vector addition • Solving geometrical problems using vectors

For further information, please contact Mr Anyon at manyon@newcollege.leicester.sch.uk



Science (2 GCSE's)

	Learning Cycle	Key Concepts
Autumn 1	Biology Paper 2: Ecology Chemistry Paper 2: Rates Hydrocarbons	<ul style="list-style-type: none">• Classification, evolution and extinction• Ecosystems and interactions• Sampling and cycles• Human impact on the planet• Collision theory, rate of reaction and factors affecting rate of reaction.• Reversible reactions, dynamic equilibrium• Fractional distillation of crude oil• Combustion and cracking
Autumn 2	Chemical Analysis Atmosphere Resources	<ul style="list-style-type: none">• Purity and formulations• Testing for substances• Evolution of the atmosphere and global warming• Extraction and use of our planet's resources• Life cycle assessment and recycling
Spring 1	Physics Paper 2 Forces and Motion	<ul style="list-style-type: none">• Forces• Elasticity and centre of mass• Motion graphs and forces on moving objects
Spring 2	Waves Magnetism	<ul style="list-style-type: none">• Wave properties• Reflection and refraction• Uses of the Electromagnetic spectrum• Magnetic fields, electromagnets and the motor effect
Summer 1	Revision	
Summer 2	Revision	

For further information, please contact Mrs Bradley at sbradley@newcollege.leicester.sch.uk



Art and Design (GCSE)

Our GCSE projects are broad and designed to be tackled individually. Over the two years, students will be given help and advice, but they must be prepared to take ownership and responsibility for their work. Personal research is an important part of Art, and our students will be required to develop their own ideas and interests into the project.

Students will follow the OCR syllabus for Art, Craft and Design as an endorsement of Art & Design.

Term	Key Content	What you will know at the end of this term
Year11 Autumn	Completion of coursework project Key areas of developing a project- <ul style="list-style-type: none">• AO1 - Develop ideas through investigations, showing critical understanding of selected sources.• AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.• AO3 - Record ideas, observations relevant to intentions as work progresses.• AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	To understand the process of developing a project from being given a set starting point, through initial investigations, to creating a personal and meaningful response
Year 11 Spring	Introduction to the Externally set task (Component 02) To complete a project following the same assessment criteria as component 01 under time limited constrictions.	To understand the process of developing a project from being given a set starting point, through initial investigations, to creating a personal and meaningful response
Year 11 Summer	Conclude Externally Set task As above - present work in preparation for moderation	As above

For further information, please contact Mr Thomas at jthomas@newcollege.leicester.sch.uk



Citizenship (GCSE)

Students follow the Pearson Edexcel syllabus for Citizenship. The specification can be found [here](#). Past exam papers and Mark Schemes can be found [here](#). Students take two papers at the end of year 11:

Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 80 marks	Paper 2: Written examination: 1 hour and 45 minutes 50% of the qualification 80 marks
Section A Questions are focused on specification Theme A: Living together in the UK. Section B Questions are focused on specification Theme B: Democracy at work in the UK. Section C Questions are focused on specification Theme C: Law and justice. Section D Extended-response questions related to two or more of specification Themes A–C.	Section A Questions relate to the students' own citizenship action, as specified in specification Theme E: Taking citizenship action. Section B Questions require students to comment on others' actions and relate to specification Theme D: Power and influence. Section C Questions are focused on specification. One question will also link to content in one of Themes A–C

	Learning Cycle	Key Concepts
Autumn 1	Theme E completion: Theme C: What is the law for and how does it affect us? <ul style="list-style-type: none"> How does the justice system work? Is crime increasing in society? 	<ul style="list-style-type: none"> Apply skills of collaboration, negotiation and influence as they deliver the activity Critically evaluate their learning and the impact of the Action The role of law in everyday life in dealing with complex problems Principles and sources of law Civil and criminal law The justice system in England and Wales Courts and tribunals Youth justice
Autumn 2	Theme C: <ul style="list-style-type: none"> Is crime increasing in society? Theme D: Key questions explored: <ul style="list-style-type: none"> What power and influence can citizens have? 	<ul style="list-style-type: none"> Crime and society Sentences and punishment Citizen participation in politics and society The role of groups and organisations in democratic society

	<ul style="list-style-type: none"> • What role and influence should the media have? 	<ul style="list-style-type: none"> • The role of the media and a free press • Rights and responsibilities of the media • The use of the media for influence
Spring 1	<ul style="list-style-type: none"> • Does the UK have power and influence in the wider world <p>Revision paper 1 Theme A B C: Democracy at work in the UK</p>	<ul style="list-style-type: none"> • The UK's role and relations with Europe • The UK's role in the rest of the world • Rights and responsibilities in challenging global situations • How have communities developed in the UK? • What is identity? • What are democratic values and where do they come from? • How does local democracy work? • Who runs the country? • How does Parliament work? • How is power shared between Westminster and the devolved administrations? • What is the law for and how does it affect us? • How does the justice system work? • Is crime increasing in society?
Spring 2	<p>Revision Paper 2 Authentication of the citizenship action</p>	<ul style="list-style-type: none"> • Stages of the citizenship action • Citizen participation in politics and society • The role of groups and organisations in democratic society • The role of the media and a free press • Rights and responsibilities of the media • The use of the media for influence • The UK's role and relations with Europe • The UK's role in the rest of the world • Rights and responsibilities in challenging global situations
Summer	<p>Knowledge and Skills Review – Paper 1 and 2 Exam</p>	<ul style="list-style-type: none"> • Targeted revision tailored to student need

For further information, please contact Mrs Shortland at sshortland@newcollege.leicester.sch.uk





Computer Science (GCSE)

GCSE Computer science is assessed through two papers at the end of Year 11.

Paper 1: Computer Systems	Paper 2: Computational thinking, algorithms and programming
<ul style="list-style-type: none">• Non-calculator• 1 hour 30 minutes• 80 marks• 50 % of final assessment	<ul style="list-style-type: none">• Non-calculator• 1 hour 30 minutes• 80 marks• 50 % of final assessment

Topic	Key content
Algorithms	<ul style="list-style-type: none">• Computational thinking• Designing, creating and refining algorithms• Searching and sorting algorithms
Programming fundamentals	<ul style="list-style-type: none">• Programming fundamentals• Data types• Additional programming techniques
Producing robust programs	<ul style="list-style-type: none">• Defensive design considerations• Anticipating misuse• Authentication• Input validation• Maintainability• Testing
Boolean Logic	<ul style="list-style-type: none">• Simple logic diagrams• Truth Tables• Applying logical operators
Programming languages and integrated development environments	<ul style="list-style-type: none">• Common tools and facilities available in an Integrated Development Environment (IDE)• Practical Programming Skills including how to:<ul style="list-style-type: none">○ Design○ Write○ Test○ Refine

For further information, please contact Mr Immins at mimmins@newcollege.leicester.sch.uk

Creative iMedia Year 11

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

In year 11 students will learn following

Topic	Key content
R085 LO1 Understanding the properties and features of multipage websites	<ul style="list-style-type: none">• The purpose and features of websites in the public domain• The devices used to access web pages• The methods of internet connection•
R085 LO2	<ul style="list-style-type: none">• How to interpret client requirements• Understand target audience requirements• Produce a work plan for the creation of a multipage website• How legislation applies to websites and those assets used.• Create a site map with navigation links• Produce a visualisation diagram for a web page with a house style• Identify assets needed for a website• Identify resources needed to create and publish a website• Create and maintain a test plan
R085 LO3 Create multipage websites using multimedia components	<ul style="list-style-type: none">• Create suitable folder structures• Source and import assets• Create a suitable master page as a template• Use a range of tools and techniques in web authoring software to create a website• Insert assets into web pages• Create a navigation system• Save a multipage website in an appropriate format• Publish a multipage website to a given location• Use version control
R085 Review a multipage website	<ul style="list-style-type: none">• Review a multipage website against a specific brief• Identify areas for improvement and further development
R091 LO1 Understand digital game types and platforms	<ul style="list-style-type: none">• What are the 9 generations of gaming?• Investigate how digital games and game platforms have evolved over time• Compare the capabilities and limitations of different gaming platforms• Discuss the evolution of the characteristics of different games from different genres• Identify and explain game objectives from different digital games• Produce a presentation that sums up the above elements.

R091 LO2 Be able to plan a digital game concept	<ul style="list-style-type: none"> • Interpreting client requirements • Understand target audience requirements • Produce a work plan • Plan the structure and features • Identify characteristics & requirements of the target audience ● Identify what criteria must be met for the game to be successful ● Outline ideas for the game and how you would meet the criteria for the game
R091 LO3 Be able to design a digital game proposal	<ul style="list-style-type: none"> • Select ideas from Game concept plans • Write a game Proposal • Create a range of visualisations of the chosen game idea • Create a document that discusses the Legal issues and restrictions on assets, ideas and concepts • Provide evidence that you have saved electronic files using file and folder names and structures which are consistent and appropriate
R087 LO4 Be able to review a digital game proposal	<ul style="list-style-type: none"> ● Review how the components, narratives and gameplay work together to meet the client's requirements • Explain how and where the game could be improved

Design & Technology (GCSE)



	Topic	Key content
Autumn Term – Coursework DESIGN & DEVELOP (model making)	Coursework Design & make prototype that is fit for purpose	<ul style="list-style-type: none"> • Design brief and specification • Generate a range of design ideas. • Develop idea using CAD. • Develop idea through model making
	Exam topics Designing and making principles.	<ul style="list-style-type: none"> • REVISION of all theory topics covered preparation for mock exam • Drawing practice • Maths in practice • EXAM Preparation
	<ul style="list-style-type: none"> • MOCK EXAM – Core technical principles of design. 	
Spring Term – Coursework MAKE & EVALUATE	Coursework MAKE – Realise design idea EVALUATE	<ul style="list-style-type: none"> • Selecting and using appropriate materials tools and equipment to produce working prototype. • Analysis and evaluation at all stages of the project. • Testing of design. <p>*Coursework Deadline in April</p>
	Exam topics Specialist technical principles	<ul style="list-style-type: none"> • REVISION of all theory topics covered preparation for mock exam
Summer Term – Unit 3 exam preparation	Exam to take place in June Exam topics Core technical principles	<ul style="list-style-type: none"> • SECTION A – Core technical principles • SECTION B – Specialist technical principles. • SECTION C Designing and making principles. • Drawing practice • Maths in practice • EXAM Preparation <p>EXAM – Core technical principles of design.</p>

For further information, please contact Mrs Bryce at dbryce@newcollege.leicester.sch.uk

Enterprise (BTEC)

In Year 11, students will study Component 2 – Planning and presenting a micro-enterprise and Component 3 – Marketing and finance for enterprise.

Term	Learning Overview	Key concepts
Autumn	<p>Planning and presenting a micro-enterprise idea (PSA completion)</p> <p>Planning and presenting a micro-enterprise idea (PSA completion)</p>	<ul style="list-style-type: none"> • All previously taught content from the learning cycle used to support completion of PSA. • All previously taught content from the learning cycle used to support completion of PSA.
Spring	<p>Marketing activities</p> <p>Financial documents and statements</p> <p>Financial planning and forecasting</p>	<ul style="list-style-type: none"> • Target markets and market segmentation (demographics, geographic, psychographic, behavioural) • Business to Business, Business to Consumer, Niche, Mass • 4 P's (Product price, place, promotion) • Multichannel marketing, above the line promotion, below the line promotion • Factors influencing the choice of marketing methods • Financial documents and payment methods • Financial statement • Profitability and liquidity • Budgeting • Cash flow • Cash flow improvements • Break even point and break even analysis • Sources of business finance
Summer	Component 3 - Marketing and finance for enterprise	<ul style="list-style-type: none"> • All previously taught content from the learning cycle (Autumn and spring) used to support Component 3 Examination



French (GCSE)

Term	Topic	Key content
Autumn	GCSE module 6: School	<ul style="list-style-type: none"> School subjects, comparing schools in France and the UK, school rules, planning a school exchange.
	GCSE module 7: Future plans	<ul style="list-style-type: none"> Career choices, hopes, plans and wishes, applying for jobs, the importance of languages.
Spring	GCSE module 8: Global issues	<ul style="list-style-type: none"> The weather, natural disasters, the environment, ethical shopping, volunteering.
Summer	GCSE revision	<ul style="list-style-type: none"> Revision of all GCSE content

For further information,
please contact Mrs Mary Foreman at mforeman@newcollege.leicester.sch.uk



Geography (GCSE)

	Learning Cycle	Key Concepts
Autumn 1	Challenges of an urbanising world	<ul style="list-style-type: none"> Investigating mega cities Comparing urban structures Migration Urban opportunities and challenges Comparing quality of life Sustainable living Regeneration
Autumn 2	Forests Under Threat and Consuming Energy Resources	<p>What are the main threats to forests and how does demand for energy affect them.</p> <ul style="list-style-type: none"> Comparing characteristics of forests. Investigating threats to forests Considering management strategies Comparing energy types Energy use and production Cost and benefits of alternative energy sources Energy futures
Spring 1	Revision paper 1	<p>How do physical and human processes affect places?</p> <ul style="list-style-type: none"> Climate change and tropical storms Comparing hurricanes Tectonics processes Measuring development

		<ul style="list-style-type: none"> Investigating India Urbanisation- investigating Mumbai
Spring 2	Revision Paper 2	<p>How do human and physical processes shape the UK landscape?</p> <ul style="list-style-type: none"> Comparing UK physical landscapes Analysing coastal change and conflict Analysing river processes and pressures Investigating dynamic UK cities: Leicester, London and Birmingham
Summer 1	Knowledge and Skills Review – Paper 1 and 2	<p>Global geographical issues and UK geographical issues</p> <ul style="list-style-type: none"> Atmospheric circulation cells and ocean currents Tropical storm distribution, formation and structure Tropical storm impacts and response Typhoon Haiyan vs Hurricane Katrina VASO, FITE and HIT Climate graphs Enhanced greenhouse effect Preparing to respond to exam questions and developing confidence in geography exam techniques
Summer 2	Knowledge and Skills Review – Paper 3	<p>Making sustainable decisions</p> <ul style="list-style-type: none"> People and the biosphere Forests under threat Consuming energy sources

For further information, please contact Miss Smith at jsmith1@newcollege.leicester.sch.uk



Hair and Beauty (City and Guilds Technical)

The Synoptic Assignment makes up 60% of the overall qualification grade. The typical assignment brief could be to create a hair and beauty image to meet the design brief set for a specific audience.

The written theory exam makes up the remaining 40% of the overall qualification grade. The exam draws from across the full content of the qualification, using a range of shorter questions to confirm breadth of knowledge and extended questions to demonstrate a higher level of understanding.

Term	Topic	Key content - Theory	Topic	Key content - Practical
Autumn 1	Unit 203 – Design in the hair and beauty sector	<p>The importance of using design in business</p> <p>The factors to consider when creating design images</p> <p>Plan design images</p> <p>Create design images</p> <p>Review design images</p>	<p>Unit 203 – Design in the hair and beauty sector</p> <p>Unit 202 – Science in hair and beauty</p>	<p>Health and Safety</p> <p>Consultation</p> <p>Technical skills – Hair</p> <p>Anatomy and physiology of hair, skin and nails</p> <p>Hair, skin and nail conditions and how they can affect or limit treatments</p>
Autumn 2	Unit 201 – Exploring the world of hair and beauty	<p>Key features of hair and beauty in ancient eras and decades of the past hundred years</p> <p>Hair and beauty in today's society</p>	<p>Unit 203 – Design in the hair and beauty sector</p> <p>Unit 202 – Science in hair and beauty</p>	<p>Health and Safety</p> <p>Consultation</p> <p>Technical skills – Nails and makeup</p> <p>Anatomy and physiology of hair, skin and nails</p> <p>Hair, skin and nail conditions and how they can affect or limit treatments</p>
Spring 1	Synoptic Assignment	<p>Synoptic Assignment – <i>Research on the given Era provided by C&Gs</i></p> <p>Task 1 – Research and report</p> <p>Task 2 – Plan and design a total look</p> <p>Task 3 – Create a design for business</p>	Synoptic Assignment	<p>Health and Safety</p> <p>Consultation</p> <p>Era related</p> <ul style="list-style-type: none"> ➤ Technical skills – Hair ➤ Technical skills – Make Up ➤ Technical skills – Nails

Spring 2	Unit 202 - Science in Hair and Beauty	Understand the chemistry and biology of the Hair & Beauty Sector	-	-
	Unit 203 – Design in the hair and beauty sector	Mock long answer questions training		
Summer	All units - Preparation for theory exam	Key knowledge retrieval Revision Mock exam papers	-	-

For further information, please contact Mrs King at eking@newcollege.leicester.sch.uk



Health and Social Care (BTEC)

In Year 11 students enhance their understanding of health and wellbeing and the factors that affect this. Students look at the effects of factors including analysis of physiological data and provide healthy lifestyle changes in order to improve overall health and wellbeing.

Term	Learning Overview	Key concepts
Autumn 1	Component 2 - Health and Social Care Services and Values	<ul style="list-style-type: none">• Primary Care• Secondary Care• Tertiary Care• Services for children and young people• Services for adults or children with specific needs• The role of informal care• Barriers
	Component 3 Factors effecting health and wellbeing	<ul style="list-style-type: none">• Physical factors (genetics, acute and chronic health, diet, exercise, substance use, personal hygiene)• Social, emotional, and cultural factors (social interactions, stress, culture, gender, education)
	Component 2 - Health and Social Care Services and Values Coursework Completion	<ul style="list-style-type: none">• All previously taught content from the learning cycle (Autumn 1) used to support completion of Component 2 Coursework
Autumn 2	Component 2 - Health and Social Care Services and Values Coursework Completion	<ul style="list-style-type: none">• All previously taught content from the learning cycle (Autumn 1) used to support completion of Component 2 Coursework
Spring 1	Component 3 - Factors effecting health and wellbeing	<ul style="list-style-type: none">• Economic factors• Environmental factors• Life events• Physiological indicators (pulse, blood pressure, peak flow, BMI)• Lifestyle indicators (smoking, alcohol, inactive lifestyle)

	<p>Component 3- Physiological Indicators</p> <p>Component 3 - Recommendations for improving health and wellbeing</p> <p>Component 3 - Factors effecting health and wellbeing</p>	<ul style="list-style-type: none"> • Person centred approach • Using a person-centred approach to improve health and wellbeing • Recommendations for improving health • Barriers and obstacles • Recap of all previously taught content on factors effecting health and wellbeing
Spring 2	<p>Component 3 - Recommendations for improving health and wellbeing</p> <p>Component 3 - Factors effecting health and wellbeing</p>	<ul style="list-style-type: none"> • Using a person-centred approach to improve health and wellbeing • Recommendations for improving health • Barriers and obstacles • Recap of all previously taught content on factors effecting health and wellbeing
Summer 1	Component 3 - Health and Wellbeing	<ul style="list-style-type: none"> • All previously taught content from the learning cycle (Autumn and spring) used to support Component 3 Examination Resit

For further information, please contact Miss Collier at ccollier@newcollege.leicester.sch.uk



History (GCSE)

	GCSE Topic	Key concepts
Autumn	Weimar and Nazi Germany 1918-1939	<ul style="list-style-type: none">- Germany after WW1; challenges to the new government, 1923 and the Golden Years- The Rise of the Nazis; the DAP, Munich Putsch, Lean Years, Great Depression and Hitler's chancellorship- Nazi Germany; how life changed for German citizens and persecution of minorities.
Spring	Superpower relations 1941-1991	<ul style="list-style-type: none">- How did the Cold War develop; relations post WW2, soviet expansion, the Berlin Airlift and NATO- The Key Crises; Berlin Wall, Cuban Missile Crisis and Czechoslovakia Crisis- How did the Cold War end; détente, the second cold war, collapse of the Soviet Union.

For further information, please contact Mr Creissen at lcreissen@newcollege.leicester.sch.uk

Hospitality & Catering (WJEC Vocational)



11	Topic	Key content
Autumn Term	Theory content	<ul style="list-style-type: none"> • Reteach special diets, nutritional needs for different life stages • Task1 of coursework • Task 2 of coursework
	Practical skills	<ul style="list-style-type: none"> • Planning and making own recipes to fit brief • Evaluating cooking skills • Food safety practices • Presentation techniques
Spring Term	Theory content	<ul style="list-style-type: none"> • Task 3 of coursework • Task 4 of coursework • Revision of unit 1 topics
	Practical Skills	<ul style="list-style-type: none"> • Planning and making own recipes to fit brief • Evaluating cooking skills • Food safety practices • Presentation techniques
Summer Term	Theory content	<ul style="list-style-type: none"> • Revision of unit 1 topics <ul style="list-style-type: none"> ○ Types of Hospitality & Catering provision, employment, roles & responsibilities. ○ Work flow of the kitchen and front of house ○ Equipment & materials required ○ Customer needs, how provisions change based on need ○ Health & safety, risk assessment, accident forms ○ HACCP ○ Food safety, symptoms of food poisoning, food poisoning bacteria ○ Role of the EHO ○ Functions of nutrients ○ Nutritional needs of different life stages ○ Nutritional needs for special diets ○ Cooking methods & impact on nutritional value ○ Menu planning

For further information, please contact Mrs Tapsell at ltapsell@newcollege.leicester.sch.uk



Media (GCSE)

Year 11 provides a consolidation of students' understanding of how the media is made, monitored and manipulated. Students showcase their skills in their final coursework draft, along with honing their understanding and application of key media theory, language and representation.

	Learning Cycle	Key Concepts
Autumn Term	Production	Students will complete their production, focusing specifically upon how to construct meaning through carefully selected media language. Opportunities will be provided for peer feedback to guide students upon what makes an effective marketing campaign. Students will also be encouraged to consider how they can utilise conventions, codes and expectations to either construct meaning or transgress expectations. Throughout this term, students will also be consolidating their knowledge of the set texts and case studies from Year 10- honing their skills at applying what they have learnt.
Spring Term	Media Audiences and Institutions	Students will study a range of case studies focusing specifically upon different media industries and the ways in which they interact with their audience. This provides students to study with a depth and breadth of reference- conducting their own research to bolster the credibility of their case studies and to demonstrate a thorough understanding. As with the Autumn Term, students will be afforded the opportunity to consolidate and hone their prior knowledge.
Summer Term	Consolidation	Students will prepare for their final examinations through carefully sequenced lessons focused specifically on individual classes' needs.

For further information, please contact Ms Curtis at scurtis@newcollege.leicester.sch.uk



Music (BTEC)

In Year 11 students study the BTEC TECH Award in Music Practice.

There are 3 components in this vocational course. Component 3 is an externally set commercial brief which learners will arrange a piece of music into a new style demonstrating the skills and knowledge learned in component 1 and component 2.

	Topic	Key content
Autumn Term	Component 3: Responding to a Commercial Music Brief	<ul style="list-style-type: none">• This component will allow learners to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way.• Learners will explore the brief and investigate possible responses and ideas to meet the• demands of the brief. Using relevant resources, skills and techniques learners will then develop and refine musical material before presenting the final response.
Spring/ Summer	Component 3: Responding to a Commercial Music Brief	<ul style="list-style-type: none">• Learners will develop and present an original creation based on a piece from a given list and a style from a choice of four.• Learners will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.

For further information, please contact Miss Robinson at jrobinson@newcollege.leicester.sch.uk or Ms Brown at KBrown@newcollege.leicester.sch.uk



BTEC Performing Arts (BTEC)

Students can choose to study either Dance or Drama as a BTEC Tech Level 2 Award at Key Stage 4. Both courses follow the same structure. Students have 3 lessons a fortnight.

	Topic	Key content
Autumn Term	Component 2: Developing skills and techniques in the performing arts.	<ul style="list-style-type: none">• Develop performance skills as an actor• Interpret existing performance material• Applying rehearsal techniques to develop performance material• Interpreting and developing a character for performance• Apply appropriate performance skills to extracts of existing professional works• Apply interpretative skills to a performance to show expression and characterisation• Evaluate the development of material through rehearsals• Evaluate progress made towards targets in rehearsals• Evaluate your own skill development and performances
Spring Term	Component 3: Responding to a brief (Exam)	<ul style="list-style-type: none">• Create and develop a performance piece in response to a brief• Work effectively as a company of actors/dancers• Explore and apply techniques used by professional practitioners• Create and execute a rehearsal schedule• Apply appropriate rehearsal techniques• Document and reflect on the creative process• Evaluate your workshop performance• Apply the knowledge and skills acquired during the autumn term (and Component 1 & 2) to the externally set brief

For further information, please contact Mrs Poxon at epoxon@newcollege.leicester.sch.uk

Personal Development



In Year 11 Personal Development is taught during tutor time.

	Key content
Autumn 1	This is Us <ul style="list-style-type: none"> • My areas of strength and development • Influences on self-concept and esteem • Understanding negative thinking learned optimism • Unhealthy coping strategies • Working with difficult emotions
Autumn 2	Relationships, sex and health education <ul style="list-style-type: none"> • Coping with change • Unhealthy coping strategies • Diversity in romantic and sexual attraction and developing sexuality including sources of support • Fertility can vary in all people, changes over time and can be affected by STI's and other lifestyle factors. • Choices and support available in the event of an unplanned pregnancy about how to access appropriate help. • To respond appropriately to indicators of unhealthy relationships, including where to seek help.
Spring	Drugs, alcohol and associated risks <ul style="list-style-type: none"> • Evaluate ways in which young adults' behaviour may influence their peers, positively and negatively, including online or situation involving weapons or gangs. • Recognise situations where they are adversely influenced or at risk, due to being part of particular clubs or gangs. • Factors which contribute to young people becoming involved in serious organised crime, including cyber crime • Skills to support younger peers when in a position of influence.
Summer	Relationships <ul style="list-style-type: none"> • Recognise unwanted attention (harassment / stalking and online) and ways to seek help • The concept of consent in maturing relationships. • The impact of attitudes towards sexual assault and to challenge victim blaming, including online • Recognise the impact of drugs and alcohol on choices and sexual behaviour • Different motivations and contexts in which sexual images are shared and the consequences

For further information, please contact Mrs Kopicki at skopicki@newcollege.leicester.sch.uk



Personal Development Carousel

The personal development carousel consists of one lesson a fortnight, in which students are taught:

- Career Planning
- Citizenship
- Information Technology
- RSHE (Relationships, Sex and Health Education)
- RE (Religious education)

Career Planning

Topic	Key content
The role well-being will play in future careers	<ul style="list-style-type: none">• To know about the different ways in which people balance their work and life.• Reflecting on their physical and mental wellbeing and considering how they can improve these.
How money and finances affect life stages and life roles	<ul style="list-style-type: none">• Recognise the role that money and finances play, when making a decision about their career• Exploring local and national labour market trends.• Consider how students want to move through different life stages and manage different life roles.
How roles in the family and community affect life stages and life roles	<ul style="list-style-type: none">• Recognise the roles that are in their family and community and consider how these might shape their career.• Consider how they want to move through different life stages and manage different life roles.• Explore the relationship between career, community and society.
Rights, responsibilities, prejudice, discrimination and stereotyping in the workplace	<ul style="list-style-type: none">• Develop knowledge about rights and responsibilities in the workplace and society.• Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces.

Citizenship

Topic	Key content	What you will know at the end of this term
Democracy and Government:	<ul style="list-style-type: none">• How can I play my part in a democracy?• Why should I vote?• What are the arguments around votes at 16?	<ul style="list-style-type: none">• I can describe what a healthy democracy is and understand some of the issues as to why democracy might be at risk.• I know why it is important to vote and how I can register my interest.• I can evaluate arguments for and against votes at 16 and justify my position on this issue.



Information Technology

In Year 11 we cover number of advanced IT skills based on the European Drivers Licence to enable those students who have not chosen a computer-based subject to have access to the following:

Topic	Key Content	Learning outcomes
Microsoft Word	<ul style="list-style-type: none">• General formatting text• Inserting images• Adding tables• Formatting tables• Adding data to tables• Understanding and implementing Mail Merge• Connecting a word document to a spreadsheet• Understanding Templates• Creating formatted documents to a given purpose• Using advanced tools within MS Word add a corporate design to a document.	Students will learn how to create various documents using MS Word working towards a customer's requirement
Microsoft PowerPoint	<ul style="list-style-type: none">• Create a master slide• Insert images to a slide• Insert a title slide• Formatting a presentation• Setting single slide layout• Adding a table to a slide• Inserting a spreadsheet to a slide• Adding a graph to a slide using data from a spreadsheet• Add transition formatting in addition to animation• Adding a media file to a presentation• Adding sound to a presentation• Using a corporate design to a presentation	Students learn the basics of creating a business presentation based on customers' requirements.
Microsoft Excel	<ul style="list-style-type: none">• Add data in a number of formats to a simple spreadsheet• Format data within a spreadsheet• Use basic formula to given outcomes• Using advanced formula to a spreadsheet automating an outcome• Use what if statements• Use conditional formatting• Understand the use of basic functions• Insert a variety of charts and graphs to display data trends	Students learn the basics of creating a spreadsheet based on a set of customer requirements.



RSHE

Topic	Key content
Knife Crime Awareness	<ul style="list-style-type: none"> • What knife crime awareness is • Why people may feel the need to carry a weapon and the impact of this in society • Exploring the influences of peer pressure • Exploring the peer pressure within gangs and gang culture • Looking at local and wider data and trends • Agencies that support victims of knife crime / gang culture • The law around knife crime
The dangers of illegal drugs and alcohol	<ul style="list-style-type: none"> • The affects that drugs and alcohol have on our bodies • How drugs and alcohol can harm relationships • The types of behaviour you may see when under the influence of alcohol or drugs? • How drugs and alcohol affect personal safety
Marriage and its legal rights	<ul style="list-style-type: none"> • What marriage is • Why people get married • Sexuality and marriage • Marriage and it's legal rights
Forced marriage and honour-based violence and its associated risks.	<ul style="list-style-type: none"> • What forced marriage is • The reasons why people may be forced to get married • Risks that are associated with forced marriage • What honour-based abuse is • Why honour-based abuse happens • Agencies that support victims of forced marriage/ honour- based abuse
Sexual exploitation, sexual harassment, domestic abuse, FGM)	<ul style="list-style-type: none"> • What sexual exploitation means and how sexual exploitation occurs • What sexual harassment means • What domestic abuse is and the impact this has on a person • What FGM is and why it occurs • The concept of law with regards to sexual exploitation/sexual harassment/domestic abuse/FGM.

Religious Education

Topic	Content
Meaning of life	<ul style="list-style-type: none"> • Sanctity of life • Is racism acceptable? • What happened to James Bulger?

For further information, please contact Mrs Kopicki at skopicki@newcollege.leicester.sch.uk

Religious Education (GCSE)



	Topic	Key content	What you will know at the end of this term
Autumn Term	Religion and Life	<ul style="list-style-type: none"> • The origins of the universe • The value of the world • Abuse environment and pollution • Animal abuse • Origins of human life • Abortion • Euthanasia • Death and afterlife 	<ul style="list-style-type: none"> • Compare Christian, Islamic and non-religious view points • Justifying stronger and weaker view points
Spring Term	Relationships and Families	<ul style="list-style-type: none"> • Human sexuality • Sexual relationships • Contraception • Marriage, divorce and re-marriage • Nature of families • Purpose of families • Gender equality 	<ul style="list-style-type: none"> • Compare Christian, Islamic and non-religious view points • Justifying stronger and weaker view points on types of relationships and families
Summer term	Religion, human rights and social justice	<ul style="list-style-type: none"> • Social justice and human rights • Prejudice and discrimination • Religious freedom • Wealth • Poverty • Exploitation of the poor • Giving money to the poor 	<ul style="list-style-type: none"> • Compare Christian, Islamic and non-religious view points • Justifying stronger and weaker view points on justice and human rights with religious views.

For further information, please contact Mr Mistry at amistry@newcollege.leicester.sch.uk



Core PE

In Year 11 all students have 1 lesson of practical PE each week.

Students can take part in a range of sports including football, netball, rugby, handball, basketball, trampolining, gymnastics, rounders, badminton, volleyball, athletics, rounders, softball and tennis.

Students also have the option to volunteer as a young leader, receiving training and NGB qualifications. Student can use this knowledge and experience to lead a city and county wide sports event organised through Inspire Together (Leicester's school sport partnership).

In addition, students can opt to study:

Sport (BTEC)

In Year 11 students are studying BTEC 1/2 Tech award in Sport (Qualification Number 603/7068/3). The course is primarily theory based and is in addition to Core Practical PE.

In Year 11 students will complete the remaining 60% of the course. This will be through an internal assessment taken in November/December and a written external exam taken in May.

Term	Topic	Key content - Theory
Autumn	Taking part and improving other participants sporting performance	Component 2: A – Understand how different components of fitness are used in different physical activities B – Be able to participate in sport and understand the roles and responsibilities of officials C – Demonstrate ways to improve participants' sporting technique.
Spring	Developing fitness to improve other participants performance in sport and physical activity	Component 3: A - Explore the importance of fitness for sports performance B - Investigate fitness testing to determine fitness levels C - Investigate different fitness training methods D - Investigate fitness programming to improve fitness and sports performance

For further information, please contact Miss Clark at eclark@newcollege.leicester.sch.uk

Spanish (GCSE)



Term	Topic	Key content
Autumn	GCSE module 6: ¡fiesta! GCSE module 7: Future	<ul style="list-style-type: none">• Typical foods eaten in Spanish speaking countries, festivals and special days, music festivals.• What you do to earn money, work experience, applying for jobs, gap years, learning languages and travelling.
Spring	GCSE module 8: Global	<ul style="list-style-type: none">• Global issues, healthy lifestyles, acting to change the world, large scale sporting events.
Summer	GCSE revision	<ul style="list-style-type: none">• Revision of all GCSE content

For further information,
please contact Mrs Mary Foreman at mforeman@newcollege.leicester.sch.uk

Wider Curriculum



We also have lots of exciting additional activities that students can get involved with this year.
Year 11 are activities are as follows:

<ul style="list-style-type: none">• Archery• Aspire Art Club• Badminton• Band• Choir• Cooking• Curve Young Company• DIY• Dodgeball• Drama	<ul style="list-style-type: none">• Duke of Edinburgh Award• Engineering• Football• Freestyle Gymnastics• Just Dance• Moving Together Dance• Netball• Rounders• Rugby
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For further information, including days and times, please refer to our website
<https://www.newcollege.leicester.sch.uk/wider-curriculum/609.html>

