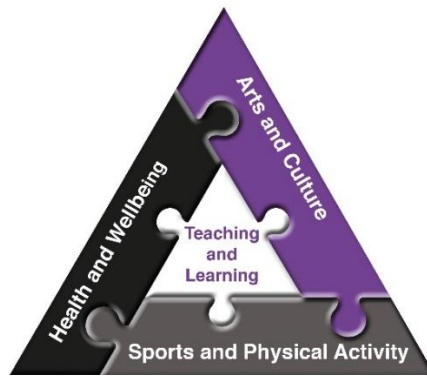


# Year 11 Curriculum Booklet

## 2023-24



*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.*

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:

<b>Humanities</b>	<b>Languages</b>	<b>The Arts</b>	<b>Design &amp; Technology</b>	<b>Other</b>
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:

11SES	Ms Shortland	sshortland@newcollege.leicester.sch.uk
11GTU	Ms Tutty	gtutty@newcollege.leicester.sch.uk
11ESH	Ms Shaw	eshaw@newcollege.leicester.sch.uk
11ISA	Ms Samanakar	ISamankar@newcollege.leicester.sch.uk
11KBP	Ms Bapu	Kbapu@newcollege.leicester.sch.uk
11DPA	Mr Palmer	DPalmer@newcollege.leicester.sch.uk
11CCO	Ms Collier	CCollier@newcollege.leicester.sch.uk
11SCH	Ms Chauhan	SChauhan@newcollege.leicester.sch.uk
Language School	Miss Maguire	EMaguire@newcollege.leicester.sch.uk
Head of Year	Mrs Haynes	jHaynes@newcollege.leicester.sch.uk
SLT Link	Ms Curtis	scurtis@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 30<sup>th</sup> October**. 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**



## **Homework 2023 – 2024**

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.

- You should expect to receive homework from each subject every week
- You may need to complete additional work when a coursework deadline is approaching
- When homework is not set, you should review your learning from lessons in preparation for your final examination
- You would usually be given a full week to complete their homework.
- Each homework should take you between 1 hour and 1 hour and 30 minutes



# English Language and Literature (2 GCSE'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 19<sup>th</sup> 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	<b>Literature Paper 1 Section A:</b> Macbeth	Texts and content are selected and sequenced for specific meaning. Writers use language and structure to convey meanings Context informs interpretation
Autumn 2	<b>Consolidation:</b>  <b>Literature Paper 1:</b> Macbeth and Journey's End  <b>Language Paper 2:</b> 21 <sup>st</sup> Century Fiction and Transactional writing	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	<b>Language Paper 1 Section A:</b> 19 <sup>th</sup> Century Fiction  <b>Literature Paper 2 Section C:</b> 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	<b>Exam Skills</b>	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.

**Literature Paper 2 Section B: Conflict Poetry**  
Students will study the final six of the poems from the Conflict anthology throughout the year.

For further information, please contact Mrs Geraghty at [ageraghty@newcollege.leicester.sch.uk](mailto: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"> <li>• Non calculator</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 33 <math>\frac{1}{3}</math> % of final assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator allowed</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 33 <math>\frac{1}{3}</math> % of final assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator allowed</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 33 <math>\frac{1}{3}</math> % of final assessment</li> </ul>

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

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

For further information, please contact Mr Anyon at [manyon@newcollege.leicester.sch.uk](mailto:manyon@newcollege.leicester.sch.uk)



## Science (2 GCSE's)

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

For further information, please contact Mrs Bradley at [sbradley@newcollege.leicester.sch.uk](mailto: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	<b>Completion of coursework project</b> Key areas of developing a project- <ul style="list-style-type: none"><li>• <b>AO1</b> - Develop ideas through investigations, showing critical understanding of selected sources.</li><li>• <b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li><li>• <b>AO3</b> - Record ideas, observations relevant to intentions as work progresses.</li><li>• <b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li></ul>	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	<b>Introduction to the Externally set task</b> (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	<b>Conclude Externally Set task</b> As above - Present work in preparation for moderation	As above

For further information, please contact Mr Thomas at [jthomas@newcollege.leicester.sch.uk](mailto:jthomas@newcollege.leicester.sch.uk)



# Citizenship GCSE

Provision exam dates: 21<sup>st</sup> May Paper 1 and 3<sup>rd</sup> June Paper 2 2024.

	Learning Cycle	Key Concepts
Autumn 1	<b><i>How the Law works</i></b> <b>Paper 1 Theme C</b>  <b>(Completion of Theme E Taking Citizenship Action event)</b>	<ul style="list-style-type: none"><li>• The role of law in everyday life in dealing with complex problems</li><li>• Principles and sources of law</li><li>• How does the justice system work?</li><li>• Civil and Criminal Law</li></ul> <ul style="list-style-type: none"><li>• Apply skills of collaboration, negotiation and Influence, critically evaluate learning and the impact of the action.</li></ul>
Autumn 2	<b><i>How the Law works</i></b>  <b>Paper 1 Theme C</b>	<ul style="list-style-type: none"><li>• The justice system in England and Wales</li><li>• Courts and tribunals</li><li>• Youth justice</li><li>• Is crime increasing in society?</li><li>• Crime and society</li><li>• Sentences and Punishment</li></ul>
Spring 1	<b><i>Power and Influence</i></b>  <b>Theme D Paper 2</b>	<ul style="list-style-type: none"><li>• Citizen participation in politics and society</li><li>• The role of groups and organisations in democratic society</li><li>• The role and influence should the media</li><li>• The role of the media and a free press</li><li>• Rights and responsibilities of the media</li><li>• The use of the media for influence</li></ul>
Spring 2	<b><i>Power and Influence</i></b>  <b>Theme D Paper 2</b>	<ul style="list-style-type: none"><li>• Does the UK have power and influence in the wider world?</li><li>• The UK's role and relations with the rest of Europe</li><li>• The UK's role in the rest of the world</li><li>• Rights and responsibilities in challenging global situations</li></ul>
Summer 1	<b>Revision</b>	
Summer 2	<b>Revision</b>	

For further information, please contact Mrs Shortland at [sshortland@newcollege.leicester.sch.uk](mailto:sshortland@newcollege.leicester.sch.uk)

# Computer Science (GCSE)

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

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

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

For further information, please contact Mr Mitson at [kmitson@newcollege.leicester.sch.uk](mailto:kmitson@newcollege.leicester.sch.uk)



# Creative iMedia

The Cambridge National 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.

Using these skills, learners will ultimately be creating fit-for-purpose creative media products.

Topic	Key content
R096 Animation and audio	Autumn 1 <ul style="list-style-type: none"><li>• R096: Pre-production and planning documentation and techniques for animation with audio</li></ul>
R096 Animation and audio	Autumn 2 <ul style="list-style-type: none"><li>• Techniques to obtain, create and manage assets</li><li>• R096: Techniques used to create animation with audio</li></ul>
R096 Animation and audio	Spring 1 <ul style="list-style-type: none"><li>• R096: Techniques to save and export animation with audio</li><li>• R096: Techniques to test/check and review animation with audio</li><li>• R096: Improvements and further developments</li></ul>
R096 Animation and audio	Spring 2 <ul style="list-style-type: none"><li>• R096: NEA Assessment (Working on)</li><li>• R093: Distribution platforms and media to reach audiences (TA4)</li><li>• R093: Properties and formats of media files (TA4)</li></ul>
R096 Animation and audio	Summer 1 <ul style="list-style-type: none"><li>• R096: (submit1 for moderation)</li><li>• R093: Sources of research and types of research data (TA2)</li><li>• R093: The legal issues that affect media (TA3)</li><li>• R093: Job roles in the media industry (TA1)</li></ul>
R093	Summer 2 <ul style="list-style-type: none"><li>• Revision and mock papers/texts and examinations</li></ul>

For further information, please contact Mr Mitson at [kmitson@newcollege.leicester.sch.uk](mailto:kmitson@newcollege.leicester.sch.uk)



# Design & Technology (GCSE)

	Topic	Key content	What you will know at the end of this term
Autumn Term – Coursework DESIGN & DEVELOP (model making)	<b>Coursework Design &amp; make prototype that is fit for purpose</b>	<ul style="list-style-type: none"> <li>- Design brief and specification</li> <li>- Generate a range of design ideas.</li> <li>- Develop idea using CAD.</li> <li>- Develop idea through model making</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will write their own design brief and specification based on investigation carried out.</li> <li>- Learners will develop a range of imaginative, creative and innovative design solutions that solve the design problem set.</li> <li>- Learners will use CAD drawing skills to develop their design solution.</li> </ul>
	<b>Exam topics Designing and making principles.</b>	<ul style="list-style-type: none"> <li>- REVISION of all theory topics covered preparation for mock exam</li> <li>- Drawing practice</li> <li>- Maths in practice</li> <li>- EXAM Preparation</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will develop and experiment with form and function when developing their idea through model making.</li> <li>- Learners will apply mathematic skills to practical examination and engineering drawing skills to exam style questions.</li> <li>- Learners will revise core technical theory previously learnt in preparation for mock exam.</li> </ul>
	<b>MOCK EXAM – Core technical principles of design.</b>		
Spring Term – Coursework MAKE & EVALUATE	<b>Coursework MAKE – Realise design idea EVALUATE</b>  <b>*Coursework Deadline in April</b>	<ul style="list-style-type: none"> <li>- Selecting and using appropriate materials tools and equipment to produce working prototype.</li> <li>- Analysis and evaluation at all stages of the project.</li> <li>- Testing of design.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will have the knowledge to identify the materials and production methods suitable for their design solution.</li> <li>- Learners should be able to apply a range of key engineering processes.</li> <li>- Learners will carry out a detailed analysis and evaluation of all stages of the projects developments</li> <li>- The product will be tested against the initial specification. Area's for further development established.</li> </ul>

	<b>Exam topics Specialist technical principles</b>	- REVISION of all theory topics covered preparation for mock exam	-
<b>Summer Term – Unit 3 exam preparation</b>	<b>Exam to take place in June</b>	SECTION A – Core technical principles	Learners will be able to recall prior knowledge to complete the final exam assessment with confidence
	<b>Exam topics Core technical principles</b>	SECTION B – Specialist technical principles.  SECTION C Designing and making principles.  - Drawing practice - Maths in practice - EXAM Preparation	
<b>EXAM – Core technical principles of design.</b>			

For further information, please contact Mrs Bryce at [dbryce@newcollege.leicester.sch.uk](mailto:dbryce@newcollege.leicester.sch.uk)



# Engineering (Level 1/2 Vocational Award)

This vocational qualification introduces students to many basic engineering skills and principles. Students will learn how to communicate effectively as an engineer by way of three-dimensional (3D) drawing techniques and technical drawings, as well as being able to use and identify many tools, machines and pieces of equipment that are commonplace in the engineering world. The course introduces learners to a range of considerations that impact engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

	Topic	Key content	What you will know at the end of this term
Autumn Term – Unit 1 Engineering Design Coursework due	<b>Coursework Unit 1</b> <b>Analyse engineered products in order to propose design solutions to meet requirements</b>	<ul style="list-style-type: none"> <li>- Identify features and function that contribute to an engineered product.</li> <li>- Respond to a given Design Brief.</li> <li>- Draw engineering design solutions using a range of skills.</li> <li>- Sketching</li> <li>- CAD Isometric drawing.</li> <li>- Orthographic drawing.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will develop the skills to be able to produce an engineering drawing.</li> <li>- Learners will be able to use units of measurement – meters and millimetres.</li> <li>- Learners will learn how to interpret engineering information from drawings and manufacturing specification</li> <li>- Learners will learn about Ferrous and non-ferrous metals</li> <li>- Learners will understand how to identify and select the equipment that is needed at each stage of manufacturing.</li> <li>- Learners will be able to present their plan of processes, sequencing and tools in planning.</li> </ul>
	<b>Exam topics Solving Engineering Problems</b>	<ul style="list-style-type: none"> <li>- REVISION of all theory topics covered.</li> <li>- Drawing practice</li> <li>- Maths in practice</li> <li>- EXAM Preparation</li> </ul>	
<b>UNIT 3 Mock Exam – Solving Engineering Problems</b>			
Spring Term	<b>Solving Engineering Problems</b>	<ul style="list-style-type: none"> <li>- Engineering developments and achievements.</li> </ul>	Learners will be able to recall prior knowledge to complete the final exam assessment with confidence

		<ul style="list-style-type: none"> <li>- Environmental issues.</li> <li>- Materials and their properties.</li> <li>- Testing materials.</li> <li>- Engineering processes.</li> <li>- Mathematical techniques.</li> <li>- Producing engineering drawings.</li> </ul>	
<b>Summer Term – Unit 3 exam preparation</b>	<p><b>Exam to take place in June</b></p> <p><b>Solving Engineering Problems</b></p>	<ul style="list-style-type: none"> <li>- Engineering developments and achievements.</li> <li>- Environmental issues.</li> <li>- Materials and their properties.</li> <li>- Testing materials.</li> <li>- Engineering processes.</li> <li>- Mathematical techniques.</li> <li>- Producing engineering drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will be able to recall prior knowledge to complete the final exam assessment with confidence</li> </ul>

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

For further information, please contact Miss Collier at [tccollier@newcollege.leicester.sch.uk](mailto:tccollier@newcollege.leicester.sch.uk)



# French (GCSE)

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

For further information,  
please contact Mr Hepworth-Adcock at [jhepworth-adcock@newcollege.leicester.sch.uk](mailto:jhepworth-adcock@newcollege.leicester.sch.uk)



# Geography (GCSE)

	Learning Cycle	Key Concepts
Autumn 1	<b>Challenges of an urbanising world</b>	<ul style="list-style-type: none"> <li>• Investigating mega cities</li> <li>• Comparing urban structures</li> <li>• Migration</li> <li>• Urban opportunities and challenges</li> <li>• Comparing quality of life</li> <li>• Sustainable living</li> <li>• Regeneration</li> </ul>
Autumn 2	<b>Forests Under Threat and Consuming Energy Resources</b>	<p>What are the main threats to forests and how does demand for energy affect them.</p> <ul style="list-style-type: none"> <li>• Comparing characteristics of forests.</li> <li>• Investigating threats to forests</li> <li>• Considering management strategies</li> <li>• Comparing energy types</li> <li>• Energy use and production</li> <li>• Cost and benefits of alternative energy sources</li> <li>• Energy futures</li> </ul>
Spring 1	<b>Revision paper 1</b>	<p>How do physical and human processes affect places?</p> <ul style="list-style-type: none"> <li>• Climate change and tropical storms</li> <li>• Comparing hurricanes</li> <li>• Tectonics processes</li> <li>• Measuring development</li> <li>• Investigating India</li> <li>• Urbanisation- investigating Mumbai</li> </ul>
Spring 2	<b>Revision Paper 2</b>	<p>How do human and physical processes shape the UK landscape?</p> <ul style="list-style-type: none"> <li>• Comparing UK physical landscapes</li> <li>• Analysing coastal change and conflict</li> <li>• Analysing river processes and pressures</li> <li>• Investigating dynamic UK cities: Leicester, London and Birmingham</li> </ul>
Summer 1	<b>Knowledge and Skills Review – Paper 1 and 2</b>	<p>Global geographical issues and UK geographical issues</p> <ul style="list-style-type: none"> <li>• Atmospheric circulation cells and ocean currents</li> <li>• Tropical storm distribution, formation and structure</li> <li>• Tropical storm impacts and response</li> <li>• Typhoon Haiyan vs Hurricane Katrina</li> <li>• VASO, FITE and HIT</li> <li>• Climate graphs</li> <li>• Enhanced greenhouse effect</li> <li>• Preparing to respond to exam questions and developing confidence in geography exam techniques</li> </ul>
Summer 2	<b>Knowledge and Skills Review – Paper 3</b>	<p>Making sustainable decisions</p> <ul style="list-style-type: none"> <li>• People and the biosphere</li> <li>• Forests under threat</li> <li>• Consuming energy sources</li> </ul>

For further information, please contact Miss Smith at [jsmith1@newcollege.leicester.sch.uk](mailto: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	Learning Overview	Key concepts - Theory	Key concepts - Practical
Autumn 1	-Design in the hair and beauty sector & - Exploring the world of Hair and Beauty	Long Answer Practice (BSPLIT)  Key Features & Development of the Hair & Beauty Sector	<ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Consultation</li> <li>• Era related               <ul style="list-style-type: none"> <li>➤ Technical skills – Hair</li> <li>➤ Technical skills – Make Up</li> <li>➤ Technical skills – Nails</li> </ul> </li> </ul>
Autumn 2	203 - Design in the hair and beauty sector & 201 - Exploring the world of Hair and Beauty	Understand the use of, and plan, create and evaluate imagery for Business.  Era Knowledge:  Research surrounding hair, makeup & nails for specified era.	<ul style="list-style-type: none"> <li>• Review and analyse – use of C&amp;Gs assessment criteria</li> </ul>
Spring 1	Synoptic Assignment	Synoptic Assignment – <b><i>Research on the given Era provided by C&amp;Gs</i></b>  Synoptic assignment – <b>Task 1 – Research and report</b> <b>Task 2 – Plan and design a total look</b> <b>Task 3 – Create a design for business</b>	<ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Consultation</li> <li>• Era related               <ul style="list-style-type: none"> <li>➤ Technical skills – Hair</li> <li>➤ Technical skills – Make Up</li> <li>➤ Technical skills – Nails</li> </ul> </li> </ul>

Spring 2	<b>Unit 202 Science in Hair and Beauty &amp; unit 203 Long Answer Practice (BSPLIT)</b>	Understand the chemistry and biology of the Hair & Beauty Sector.  Mock Long answer questions.	<ul style="list-style-type: none"> <li>• Review and analyse – use of C&amp;Gs assessment criteria</li> </ul>
Summer 1	<b>All units - Preparation for theory exam</b>	Key knowledge retrieval  Revision  Mock exam papers	<ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Consultation</li> <li>• Era related <ul style="list-style-type: none"> <li>➤ Technical skills – Hair</li> <li>➤ Technical skills – Make Up</li> <li>➤ Technical skills – Nails</li> </ul> </li> <li>• Review and analyse – use of C&amp;Gs assessment criteria</li> </ul>

For further information, please contact Mrs King at [eking@newcollege.leicester.sch.uk](mailto: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	<p><b>Component 2 - Health and Social Care Services and Values</b></p> <p><b>Component 3 Factors effecting health and wellbeing</b></p> <p><b>Component 2 - Health and Social Care Services and Values Coursework Completion</b></p>	<ul style="list-style-type: none"> <li>• Primary Care</li> <li>• Secondary Care</li> <li>• Tertiary Care</li> <li>• Services for children and young people</li> <li>• Services for adults or children with specific needs</li> <li>• The role of informal care</li> <li>• Barriers</li> <li>• Physical factors (genetics, acute and chronic health, diet, exercise, substance use, personal hygiene)</li> <li>• Social, emotional, and cultural factors (social interactions, stress, culture, gender, education)</li> <li>• All previously taught content from the learning cycle (Autumn 1) used to support completion of Component 2 Coursework</li> </ul>
Autumn 2	<p><b>Component 2 - Health and Social Care Services and Values Coursework Completion</b></p>	<ul style="list-style-type: none"> <li>• All previously taught content from the learning cycle (Autumn 1) used to support completion of Component 2 Coursework</li> </ul>
Spring 1	<p><b>Component 3 - Factors effecting health and wellbeing</b></p> <p><b>Component 3- Physiological Indicators</b></p>	<ul style="list-style-type: none"> <li>• Economic factors</li> <li>• Environmental factors</li> <li>• Life events</li> <li>• Physiological indicators (pulse, blood pressure, peak flow, BMI)</li> <li>• Lifestyle indicators (smoking, alcohol, inactive lifestyle)</li> <li>• Person centred approach</li> </ul>

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

For further information, please contact Miss Collier at [ccollier@newcollege.leicester.sch.uk](mailto:ccollier@newcollege.leicester.sch.uk)



# History (GCSE)

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

For further information, please contact Mr Creissen at [lcreissen@newcollege.leicester.sch.uk](mailto:lcreissen@newcollege.leicester.sch.uk)



# Year 11 Hospitality & Catering

	Topic	Key content	What you will know at the end of this term
Autumn Term	<b>Coursework Completion</b> <b>-Nutrition</b> <b>-Cooking methods</b>	<ul style="list-style-type: none"> <li>- Investigation into the brief</li> <li>- Micro and macro nutrients</li> <li>- Different life stages</li> <li>- Special dietary requirements</li> <li>- How cooking methods can impact on nutritional value</li> </ul>	<ul style="list-style-type: none"> <li>-Learners will be able to recall prior knowledge to complete coursework tasks</li> <li>- Learners should be able to plan and cook independently to a brief while demonstrating food safety practices, presentation techniques and evaluate their dishes</li> <li>- Learners should know and understand the two different types of hospitality and Catering provisions (commercial and non-commercial)</li> <li>- Learners should know standards and ratings as well as types of employment roles and responsibilities</li> </ul> <p><b>MOCK EXAM – Unit 1 The hospitality and catering industry.</b></p> <p><b>MOCK PRACTICAL – 3 hour practical practise.</b></p>
	<b>Practical skills</b>	<ul style="list-style-type: none"> <li>- Planning and making own recipes to fit brief</li> <li>- Evaluating cooking skills</li> <li>- Food safety practices</li> <li>- Presentation techniques</li> </ul>	
	<b>Exam topics</b> <b>-Hospitality and Catering provisions</b>	<ul style="list-style-type: none"> <li>- Hospitality and Catering providers</li> <li>- Working in the Hospitality and Catering industry</li> </ul>	
Spring Term	<b>Coursework</b> <b>- Menu planning</b> <b>-Evaluating cooking skills</b> <b>*Deadline in April</b>	<ul style="list-style-type: none"> <li>- Factors affecting menu planning</li> <li>- How to plan production of dishes</li> <li>- Evaluate cooking skills</li> </ul>	<ul style="list-style-type: none"> <li>-Learners will be able to recall prior knowledge to complete coursework tasks</li> <li>- Learners should be able to plan and cook independently to a brief while demonstrating food safety practices, presentation techniques and evaluate their dishes</li> <li>- Learners will know about remuneration and benefits in the industry</li> </ul> <p>Learners will know about types of contracts, basic costs incurred as a business, how economy impacts business, media influence on industry and environmental factors</p>
	<b>Practical skills</b>	<ul style="list-style-type: none"> <li>- Planning and making own recipes to fit brief</li> <li>- Evaluating cooking skills</li> <li>- Food safety practices</li> <li>- Presentation techniques</li> </ul>	

	<p><b>Exam topics -Hospitality and Catering provisions</b></p>	<ul style="list-style-type: none"> <li>- Working conditions in the Hospitality and Catering industry</li> <li>- Contributing factors to the success of Hospitality and Catering provisions</li> </ul>	<p><b>PRACTICAL EXAM– (3 hour) practical preparing and presenting planned dishes.</b></p> <p><b>Coursework deadline April</b></p> <p><b>Unit 2 – Hospitality and Catering in action.</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term</p>	<p><b>Exam to take place in June</b></p>	<ul style="list-style-type: none"> <li>- Recap on all topics</li> <li>- Hospitality and Catering provisions</li> <li>- How Hospitality and Catering provisions operate</li> <li>- Health and safety</li> <li>- Food safety</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will be able to recall prior knowledge to complete the final exam assessment with confidence.</li> </ul> <p><b>FINAL EXAM – Unit 1 The hospitality and catering industry.</b></p>

For further information, please contact Mrs Bryce at [dbryce@newcollege.leicester.sch.uk](mailto:dbryce@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	<b>Production</b>	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	<b>Media Audiences and Institutions</b>	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	<b>Consolidation</b>	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](mailto:scurtis@newcollege.leicester.sch.uk)



# Music (BTEC)

In Year 11 students continue to study the BTEC Tech Award in Music Practice. During component 2 students will study skills around a discipline either composition, production, or performance, and produce a product based on what they have learned in component 1. They will develop their professional skills such as time management, working with others, communication and sharing their work, throughout this component.

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 2: Music skills development	<ul style="list-style-type: none"><li>• Develop composition, performance and production skills as an artist</li><li>• Apply appropriate musical skills to original ideas</li><li>• Evaluate your own skills development through skills audits, development plans and milestone reviews</li></ul>
Spring/Summer	Component 3: Responding to a Commercial Music Brief	<ul style="list-style-type: none"><li>• Explore a brief and investigate possible responses and ideas to meet the demands of the brief</li><li>• Use relevant resources, skills and techniques to develop and refine musical material before presenting a final response</li><li>• Develop and present an original creation based on a piece from a given list and a style from a choice of four</li><li>• Present original product as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project</li></ul>

**In addition to their school Music lessons, students are also able to sign up for instrumental lessons. These lessons are free of charge.**

We are offering instrumental lessons in: Piano, Violin, Guitar, Bass Guitar, Clarinet, Flute, Percussion and vocals.

**For further information, please contact Miss Tutty at [gtutty@newcollege.leicester.sch.uk](mailto:gtutty@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	<b>Component 2: Developing skills and techniques in the performing arts.</b>	<ul style="list-style-type: none"><li>• Develop performance skills as an actor</li><li>• Interpret existing performance material</li><li>• Applying rehearsal techniques to develop performance material</li><li>• Interpreting and developing a character for performance</li><li>• Apply appropriate performance skills to extracts of existing professional works</li><li>• Apply interpretative skills to a performance to show expression and characterisation</li><li>• Evaluate the development of material through rehearsals</li><li>• Evaluate progress made towards targets in rehearsals</li><li>• Evaluate your own skill development and performances</li></ul>
Spring Term	<b>Component 3: Responding to a brief (Exam)</b>	<ul style="list-style-type: none"><li>• Create and develop a performance piece in response to a brief</li><li>• Work effectively as a company of actors/dancers</li><li>• Explore and apply techniques used by professional practitioners</li><li>• Create and execute a rehearsal schedule</li><li>• Apply appropriate rehearsal techniques</li><li>• Document and reflect on the creative process</li><li>• Evaluate your workshop performance</li><li>• Apply the knowledge and skills acquired during the autumn term (and Component 1 &amp; 2) to the externally set brief</li></ul>

For further information, please contact Miss Shaw at [eshaw@newcollege.leicester.sch.uk](mailto:eshaw@newcollege.leicester.sch.uk)



# Personal Development

In Year 11 Personal Development is taught during tutor time.

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

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

## Citizenship

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



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



# RSHE

Topic	Key content
<b>Sexuality, gender identity and stereotyping</b>	<ul style="list-style-type: none"> <li>• 'Understanding what LGBTQ stands for</li> <li>• The differences between sexuality and gender identify.</li> <li>• What stereotyping is and factors that could lead to this</li> <li>• Understanding how equality should be improved for the LGBTQ community.</li> </ul>
<b>Marriage and its legal rights</b>	<ul style="list-style-type: none"> <li>• What marriage is</li> <li>• Why people get married</li> <li>• Sexuality and marriage</li> <li>• Marriage and it's legal rights</li> </ul>
<b>Forced marriage and honour-based violence and its associated risks.</b>	<ul style="list-style-type: none"> <li>• What forced marriage is</li> <li>• The reasons why people may be forced to get married</li> <li>• Risks that are associated with forced marriage</li> <li>• What honour based abuse is</li> <li>• Why honour-based abuse happens</li> <li>• Agencies that support victims of forced marriage/ honour-based abuse</li> </ul>
<b>Sexual exploitation, sexual harassment, domestic abuse, FGM)</b>	<ul style="list-style-type: none"> <li>• What sexual exploitation means and how sexual exploitation occurs</li> <li>• What sexual harassment means</li> <li>• What domestic abuse is and the impact this has on a person</li> <li>• What FGM is and why it occurs</li> <li>• The concept of law with regards to sexual exploitation/sexual harassment/domestic abuse/FGM.</li> </ul>

## Religious Education

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

For further information, please contact Mrs Kopicki at [skopicki@newcollege.leicester.sch.uk](mailto:skopicki@newcollege.leicester.sch.uk)



## Core PE

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

Students follow an option-based programme where they will take part in a range of sports including football, handball, basketball, trampolining, gymnastics, rounders, badminton, volleyball, athletics and tennis.

Students also have the opportunity to volunteer as a young leader, receiving training and NGB qualifications. Student can use this knowledge and experience to lead at 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	<b>Taking part and improving other participants sporting performance</b>	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	<b>Developing fitness to improve other participants performance in sport and physical activity</b>	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](mailto:eclark@newcollege.leicester.sch.uk)



# Spanish (GCSE)

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

For further information, please contact Mr Hepworth-Adcock at [jhepworth-adcock@newcollege.leicester.sch.uk](mailto:jhepworth-adcock@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"> <li>• Archery</li> <li>• Aspire Art Club</li> <li>• Badminton</li> <li>• Band</li> <li>• Choir</li> <li>• Cooking</li> <li>• Curve Young Company</li> <li>• DIY</li> <li>• Dodgeball</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Duke of Edinburgh Award</li> <li>• Engineering</li> <li>• Football</li> <li>• Freestyle Gymnastics</li> <li>• Just Dance</li> <li>• Moving Together Dance</li> <li>• Netball</li> <li>• Rounders</li> <li>• Rugby</li> </ul>
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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>

