

**SIXTH FORM**  
**CURRICULUM**



**FINBOROUGH**  
**SCHOOL**

*The best preparation for life*

**For September 2018**

**Contact us:**

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## Headteacher's Welcome

At the top of the school our Sixth Form is open to students from our own Year 11 and all young adults joining us for post-16 education.

They will join a thriving and growing community, with a rich curriculum, and a wealth of opportunities.

We offer an unrivalled level of support and challenge, with close academic and pastoral care, made possible by small classes, excellent teaching and an exceptional attention to detail.

All of our students enjoy individualised programmes built both around academic success and to offer the best preparation for life. We focus intently on their progress and the requisite learning skills for both their 'A' Level studies and for going forward to university and beyond.

Our unique '*Learnability*' approach engenders a powerful self-awareness that results in the motivation required to navigate successfully through A levels.

Developing well rounded young adults who have the aspiration and confidence for success is achieved through our "*Seven Habits of Highly Effective Teenagers*" programme. This dovetails beautifully with a plethora of experiences on offer that make our students stand out from the crowd.

At Finborough, every student is known exceptionally well and we pride ourselves on providing a bespoke experience that ensures the best possible future university and career options.

Our Sixth Form students are outstanding young people who make a tremendous contribution to the school. They make excellent progress whilst developing the life skills that set them apart from others of their age and, most importantly, they enjoy two wonderfully formative years that establish the strongest foundations for exceptional futures.

*Steven Clark, Headteacher*



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## EXTENDED PROJECT QUALIFICATION

*Contact [kdowney@finboroughschool.co.uk](mailto:kdowney@finboroughschool.co.uk) for further discussion*

One of the aims of the review of 14-19 education that took place in 2006/07 was to try to produce a post 16 award that would enable students to pursue virtually any interest or skill and gain AS level credit for their efforts.

The end result of this aspiration is the Extended Project or 'EPQ'.

The EPQ is not a course of study – there are no timetabled lessons and there is no fixed curriculum. The EPQ requires students to carry out research and development over an extended period – at least one year – and then to deliver some kind of end product that can be assessed. The Extended Project could be anything of interest to the individual student and the qualification is designed to encourage students to pursue individual interests and to make the most of whatever skills they may have.

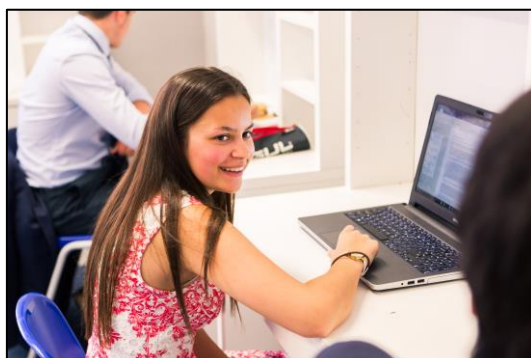
The Extended Project could be the formation of a band of musicians who develop an image, write music and lyrics, market themselves and promote a concert. The concert itself would be the end product of the Extended Project. The Extended Project might be, for an art student, investigation and research into a particular artistic style, the creation of works of sculpture, paintings or prints, with an exhibition as the end product.

The Extended Project could be based upon the interest of a student in a particular personality – over a year or more the student researches the person and then presents an essay or a lecture as the end product. The possibilities really are limitless. The only criteria that have to be met are:

- There must be an element of research and development.
- There must be evidence – a portfolio or collection of evidence – detailing the research and development.
- There must be an end product, such as a piece of music, a concert, an essay, a lecture, a work of art, a play or a film that can be assessed.

The only staff involvement is in approving the initial EPQ plan, advising students on how to proceed; assistance in collecting and recording evidence; assistance in providing facilities and resources; and assessment of the final product (although this will also be assessed externally).

The EPQ is an excellent way of developing independent learning skills; and enhancing UCAS applications, personal statements and cover letters for life beyond Finborough School.



## FINE ART & GRAPHIC COMMUNICATION

*Contact [kdowney@finboroughschool.co.uk](mailto:kdowney@finboroughschool.co.uk) for further discussion.*

### AS

Component	Content	Type of Assessment	Marks
<b>Portfolio</b>	A selection of thoughtfully presented work that demonstrates the breadth of the course. Also at least one extended collection of work or project.	No time limit. Portfolio of work.	60% of AS 96 marks
<b>Externally set assignment</b>	Students select one starting point from the examination paper. They have a preparation period from February to May, during which they plan and prepare for work produced within a ten-hour examination in May.	Preparatory period + 10 hours of supervised time.	40% of AS 96 marks

### A - Level

Component	Content	Type of Assessment	Marks
<b>Personal investigation</b>	Students conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus must be identified independently.	No time limit. Personal investigation + 1000-300 word essay.	60% of AS 96 marks
<b>Externally set assignment</b>	Students select one starting point from the examination paper. They have a preparation period from February to May, during which they plan and prepare for work produced within a fifteen-hour examination in May.	Preparatory period + 10 hours of supervised time.	40% of AS 96 marks

## ***Overview***

This course offers students the opportunity to develop their abilities in a variety of practical disciplines. The small class sizes allow intensive teaching with the opportunity to improve skills dramatically. Students explore what interests them and express themselves through their artwork.

The course also has a strong academic element with critical thinking and contextual analysis as well as concept generating.

## ***Entry requirements***

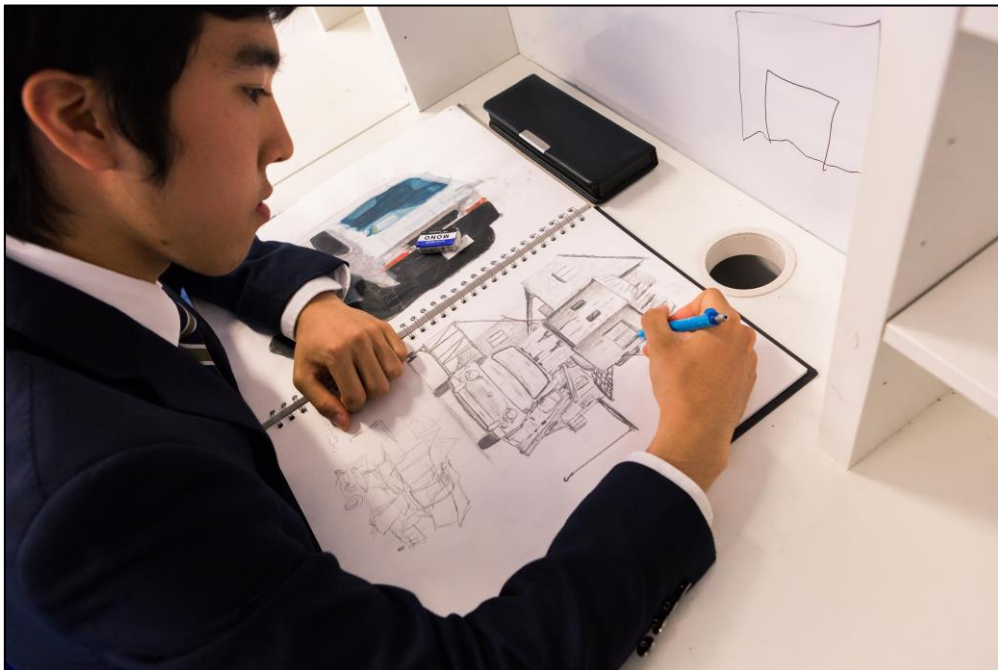
A minimum grade of a 5 at GCSE or an interview with portfolio of work.

A passion for the subject, a strong work ethic and the ability to work independently.

## ***Progression and careers***

Creative skills are valued and actively sought across a wide range of employment sectors, as employers are looking to recruit employees who are adaptable and can generate fresh ideas visually.

Career opportunities include the following areas: advertising, architecture, automotive design, engineering, magazine design, medicine, photography and publishing.



## BIOLOGY

*Contact [jbaptist@finboroughschool.co.uk](mailto:jbaptist@finboroughschool.co.uk) for further discussion*

### Advanced Subsidiary GCE in Biology A (H020)

Examining Board: OCR

This one year course has been developed for learners who wish to continue with a study of Biology at Level 3 in the National Qualifications Framework (NQF). The AS level specification has been written to provide progression from GCSE Science, GCSE Additional Science, GCSE Further Additional Science or from GCSE Biology; achievement at a minimum of grade B (or equivalent) in these qualifications should be seen as the normal requisite for entry to AS Level Biology. However, learners who have successfully taken other Level 2 qualifications in Science or Applied Science with appropriate biology content may also have acquired sufficient knowledge and understanding to begin the AS Level Biology course. Some learners may wish to follow a Biology course for only one year as an AS, in order to broaden their curriculum, and to develop their interest in and understanding of different areas of the subject. Others may follow a co-teachable route, completing the one-year AS course and/or then moving to the two-year A-level. For learners wishing to follow an apprenticeship route or those seeking direct entry into biological science careers, this AS level provides a strong background and progression pathway.

### Skills required

All pupils must have a keen interest in Biology and related environmental issues. They will need to be able to assimilate biological information and concepts and understand how this knowledge can be, and is used in practical applications. All pupils will need to read widely (both scientific texts and the popular press) and interpret the information available; they should be able to prepare notes of sufficient quality both within the class and independently of the teacher. Pupils will need to be well-organised and methodical; in their approach to work, be able to evaluate data logically and interpret them in an unbiased manner. They will need to be numerate and be able to apply basic mathematical skills in the analysis of data. Additionally, they will need to have good presentational and communication skills.

Course content	Assessment	Weighting
Content is split into four teaching modules. All modules are examined in BOTH assessments:	Breadth in Biology (01). 70 marks.	50% of the total AS marks.
Module 1 – Development of practical skills in Biology.	1 hour 30 minutes written paper. Section A – 20 multiple choice questions.	
Module 2 – Foundations in Biology.	Section B – Structured questions covering theory and practical skills.	
Module 3 – Exchange & transport.	Depth in Biology (02). 70 marks.	
Module 4 – Biodiversity, evolution & disease.	1 hour 30 minutes written paper. Structured questions and extended questions covering theory and practical skills.	50% of total AS marks.

**Advanced GCE in Biology A (H420)**

Examining Board: OCR

This two year course has been developed for learners who wish to continue with a study of biology at Level 3 in the National Qualifications Framework (NQF). The A-level specification has been written to provide progression from GCSE Science, GCSE Additional Science, GCSE Further Additional Science, GCSE Biology or from AS Level Biology A; achievement at a minimum of grade B (or equivalent) in these qualifications should be seen as the normal requisite for entry to A Level Biology A. However, learners who have successfully taken other Level 2 qualifications in Science or Applied Science with appropriate biology content may also have acquired sufficient knowledge and understanding to begin the A-level Biology A course.

The A Level Biology A course will prepare learners for progression to undergraduate courses in Biology, Biochemistry, Medicine, Dentistry, Nursing, Veterinary Science, one of the other sciences or related subjects. For learners wishing to follow an apprenticeship route or those seeking direct entry into biological science careers, this A level provides a strong background and progression pathway.

Course content	Assessment	Weighting
Content is split into six teaching modules:	Biological processes (01).	37% of the total A-level marks.
Module 1 – Development of practical skills in Biology.	100 marks.	
Module 2 – Foundations in Biology.	2 hours 15 minutes written paper.	
Module 3 – Exchange & transport.	Section A – 15 multiple choice questions.	
Module 4 – Biodiversity, evolution & disease.	Section B – Structured questions & extended response questions covering theory <b>and</b> practical skills.	
Module 5 – Communication, homeostasis & energy.	Biological diversity (02).	37% of the total A-level marks.
Module 6 – Genetics, evolution & ecosystems.	100 marks.	
	2 hours 15 minutes written paper.	26% of the total A-level marks.
	Section A – 15 multiple choice questions.	
	Section B – Structured questions & extended response questions covering theory <b>and</b> practical skills.	
	Unified Biology (03).	
	70 marks.	
	1 hour 30 minutes written paper.	
	Structured questions & extended response questions covering theory <b>and</b> practical skills.	Non-exam assessment.
	Practical endorsement for Biology.	Pass/fail.
	Candidates complete a minimum of 12 practical activities to demonstrate practical competence.	Reported separately.



# CHEMISTRY

Contact [jbaptist@finboroughschool.co.uk](mailto:jbaptist@finboroughschool.co.uk) for further discussion

## **Advanced Subsidiary GCE in Chemistry (H032)**

Examining Board: OCR

This specification has been developed for learners who wish to continue with a study of chemistry at Level 3 in the National Qualifications Framework (NQF). The AS level specification has been written to provide progression from GCSE Science, GCSE Additional Science, GCSE Further Additional Science or from GCSE Chemistry; achievement at a minimum of grade 5 (or equivalent) in these qualifications should be seen as the normal requisite for entry to AS Level Chemistry. However, learners who have successfully taken other Level 2 qualifications in Science or Applied Science with appropriate chemistry content may also have acquired sufficient knowledge and understanding to begin the AS Level Chemistry course.

Some learners may wish to follow a chemistry course for only one year as an AS, in order to broaden their curriculum, and to develop their interest and understanding of different areas of the subject. Others may follow a co-teachable route, completing the one-year AS course and/or then moving to the two-year A level. For learners wishing to follow an apprenticeship route or those seeking direct entry into chemical science careers, this AS level provides a strong background and progression pathway.

Course content	Assessment	Weighting
Content is split into four teaching modules: Module 1 – Development of practical skills in chemistry. Module 2 – Foundations in chemistry. Module 3 – Periodic table and energy. Module 4 – Core organic chemistry.  Both components assess content from all four modules.	Breadth in chemistry (01)* 70 marks 1 hour 30 minutes written paper  Depth in chemistry (02)* 70 marks 1 hour 30 minutes written paper	50%      50%

Learners must complete both components (01 and 02).

\*Both components include synoptic assessment

## **Advanced GCE in Chemistry (H432)**

Examining Board: OCR

This specification has been developed for learners who wish to continue with a study of chemistry at Level 3 in the National Qualifications Framework (NQF). The A level specification has been written to provide progression from GCSE Science, GCSE Additional Science, GCSE Further Additional Science, GCSE Chemistry or from AS Level Chemistry; achievement at a minimum of grade 5 (or equivalent) in these qualifications should be seen as the normal requisite for entry to A Level Chemistry. However, learners who have successfully taken other Level 2 qualifications in Science or Applied Science with appropriate chemistry content may also have acquired sufficient knowledge and understanding to begin the A Level Chemistry course.



# COMPUTER SCIENCE

*Contact [sdove@finboroughschool.co.uk](mailto:sdove@finboroughschool.co.uk) for further discussion*

## Examining Board: AQA

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. Computer Science is relevant to the modern and changing world of computing. This A Level has a focus on programming and the importance of computational thinking as a discipline. Students will also learn the fundamental principles of how computer systems work.

<b>Paper 1:</b> <ul style="list-style-type: none"><li>• Fundamentals of programming</li><li>• Fundamentals of data structures</li><li>• Systematic approach to problem solving</li><li>• Theory of computation</li><li>• Fundamentals of algorithms</li><li>• Fundamentals of data representation</li></ul>	<b>Paper 2:</b> <ul style="list-style-type: none"><li>• Fundamentals of data representation</li><li>• Fundamentals of computer systems</li><li>• Fundamentals of computer organisation and architecture</li><li>• Consequences of uses of computing</li><li>• Fundamentals of communication and networking</li><li>• Fundamentals of databases</li><li>• Big Data</li><li>• Fundamentals of functional programming</li></ul>	<b>Non Exam Component:</b> <ul style="list-style-type: none"><li>• A computing practical project</li></ul>
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## What Entry Qualifications Will Students Need?

Those who have studied Computing or Computer Science at GCSE level should have at least a grade 5. Those who have not studied the subject before should have at least a grade 5 in Mathematics.

## How Will Students Be Assessed?

You will sit two examinations and submit a computing practical project. Paper 1 is a 2½ hour on-screen examination, worth 40% of the A level; Paper 2 is a 2½ written examination worth 40% of the A level. The practical project is marked out of 75 and is worth 20% of the A level.

## What Degree Course Does This Qualification Lead To?

This course will complement any mathematics, science or engineering course, and will especially prepare you for any computing related course.

## What Career Opportunities Does This Qualification Open Up?

Those with the knowledge to use Computing creatively are highly sought after and have the opportunity to pursue new and exciting careers. These include Computer Engineering, Computer Science, Information System Design, Software Engineering, Graphics Engineers, Gaming Designers and Engineers.

## DRAMA

*Contact [jbridgeman@finboroughschool.co.uk](mailto:jbridgeman@finboroughschool.co.uk) for further discussion*

### OCR A Level Drama – Overview

#### ***We also offer...***

Components 11/12 and 13/14	Practitioners in Practice <ul style="list-style-type: none"> <li>• Students complete research into the work of others including two practitioners and studying an extract from a text.</li> <li>• Students then work in groups to create a piece of devised drama based on the work of others.</li> <li>• Component 11 – Performer route.</li> <li>• Component 12 – Design route.</li> </ul>	Non-examined assessment	40%
Components 21/22 and 23/24	Exploring Texts for Performance <ul style="list-style-type: none"> <li>• Students study one whole text and perform an extract for a Visiting Examiner.</li> <li>• Component 21 – Performer route.</li> <li>• Component 22 – Design route.</li> </ul>	Non-examined assessment	20%
Component 31	Analysing Performance <p><b>Section A</b></p> <ul style="list-style-type: none"> <li>• Extended response essay questions based on a theme</li> <li>• Students choose one of three optional themes. There are two compulsory questions in each theme.</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>• Extended response essay question analysing and evaluating live theatre.</li> </ul>	Exam 2 hour 15 minutes	20%
Components 41 – 48	Deconstructing Texts for Performance <ul style="list-style-type: none"> <li>• Question 1 is a question based on an extract from the studied text. Students complete a directorial annotation of the extract.</li> <li>• Question 2 is an extended response question on the set text.</li> </ul>	Exam 1 hour 45 minutes	20%

## We Also Offer



### Part One of Cambridge Technicals

As part of the course you must complete 3 mandatory units over the two year course

1	Skills Development in Performing Arts
2	Professional Practice in Performing Arts
3	Community Arts Project

### Part Two of Cambridge Technicals

As part of the course you must complete 1 core unit over the two year course. We have chosen the core unit for you.

1	Contemporary Performance
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### Part Three of Cambridge Technicals

You then have the option to choose (to a certain extent) two of the optional units of which there are many, ranging from devising plays, script writing and choreographing dance to special effects make up, props making and stage lighting design, to name a few. There are sixty four to choose from and you will be supported and advised in making these decisions.

### Skills Required

The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles; design for certain scenes; and interpret a text for performance, putting practical work at the heart of the course.

### GCSE Subjects Required

A minimum of 5 GCSE subjects including English and Maths at grade 5 or higher. GCSE Drama is an advantage.

### Progression and Careers

Students will develop a multitude of skills, including collaboration; communication; and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study. Possible careers include acting, directing, journalism, law, teaching, event management and public relations.

## ECONOMICS

Contact [sdove@finboroughschool.co.uk](mailto:sdove@finboroughschool.co.uk) for further discussion

### About the Subject:

Economics is a subject that helps a student improve their understanding of the world in which we live and work. Decisions that students in the Sixth form make about their educational future are essentially economic, and reflect anticipated costs and benefits. The subject matter is always topical and will be enjoyed by those who like reading about current affairs, debating and formulating their own opinions about the world in which we live. Some of the key issues covered are as follows:

- Is big business out of control?
- What is the future for the euro?
- Should we pay more taxes for a better NHS?
- Do we do enough to help less economically developed countries?

### About the course OCR H460:

Unit Name	Topics Covered	Assessment
Component 1 (Microeconomics)	Scarcity and Choice	2 hour written exam consisting of multiple choice questions, short answer questions and two essays. <b>33.3% of A Level</b>
	Market Failure	
	Government Intervention	
	Competition and Power	
	Labour Markets	
Component 2 (Macroeconomics)	Economic Policies	2 hour written exam consisting of multiple choice questions, short answer questions and two essays. <b>33.3% of A Level</b>
	Aggregate Demand and Supply	
	Application of Policy Instruments	
	The Global Context	
	The Financial Sector	
Themes in Economics	This unit will draw on the content of Components 1 and 2 and will require the candidates to consider the theory which has been studied for those components in a 'real world' context.	2 hour written exam consisting of multiple choice questions and extended data response questions. <b>33.3% of A Level</b>

### Entry Requirements:

Previous knowledge of the subject is not essential but GCSEs in Mathematics and English Language at Grade 5 and above are desirable, but not essential.

### Career and University Opportunities:

Economics provides a useful basis for careers in banking, international business, insurance, accountancy, advertising, civil service, local government, law, business management, retail management and many more. Research published by the University of Swansea has shown that Economics Graduates earn more after leaving University than graduates of any other discipline, except clinical Dentistry, but Economics is much more fun than pulling teeth! Studying Economics can ultimately help students to find a rewarding career. The transferable skills they will develop on the course, including evaluation of data, developing and presenting structured arguments and producing balanced and reasoned written reports, are all highly valued by employers.

## ENGLISH LANGUAGE AND LITERATURE

Contact [sstroet@finboroughschool.co.uk](mailto:sstroet@finboroughschool.co.uk) for further discussion

English offers a rewarding opportunity to enjoy texts and to develop personally. Furthermore, students acquire skills in inference, analysis, exXX and critical evaluation, essential to all academic disciplines and future careers. In addition, students have the opportunity to have their writing skills in a range of fiction and non-fiction formats. GCSE English Language and English Literature at Grade 5 or above, or equivalent qualification are desirable for this course.

**We offer the OCR A Level qualification in English Language and Literature H474.**

**Learners must complete all components (01, 02, 03 and 04) to be awarded the A Level in English Language and Literature (EMC).**

### Content and Assessment Overview

**Component 01** focuses on an OCR (EMC) anthology of 20 non-fiction spoken and written texts across different time periods and contexts.

Assessment is a comparative and contextual study based on the anthology and unseen texts called *Exploring non-fiction and spoken texts (01)*. It is a closed text written paper of one hour, worth 32 marks and 16% of the total A Level.

**Component 02** focuses on one poetry collection from a choice of six and one drama text from a choice of six.

Assessment is an exploration of the texts through stylistic and dramatic analysis called *The language of poetry and plays*. It is a closed text written paper of two hours, worth 64 marks and 32% of the total A level.

**Component 03** focuses on the nature of narrative in one prose fiction text from a choice of six and learning about creative writing forms at an advanced level.

Assessment is an exploration of one aspect of narrative prose based on the text studied called *Reading as a writer and then a section called Writing as a reader* which shows students' understanding of narrative technique through a creative writing task (500 words) and a commentary (250 words). *Reading as a writer, writing as a reader (03)* is an open text written paper of two hours worth 64 marks and 32% of the total A level.

**Component 4** is an independent study allowing learners to pursue particular interests and develop their analytical expertise.

Assessment is through an analytical comparative essay on a set text from a list of 12 non-fiction texts and a second free choice text, called *Independent study: analysing and producing texts (04)*\* One text must be post-2000. Learners also produce a piece of original non-fiction writing. This is a non examined assessment worth 40 marks and 20% of the total A Level.

\* Indicates synoptic assessment

## FRENCH

*Contact [jdavis@finboroughschool.co.uk](mailto:jdavis@finboroughschool.co.uk) for further discussion*

Why choose A Level French? We believe languages should appeal to all students. A Level French is a subject to inspire all students who have an appreciation of the language, literature, film and culture of the French-speaking world.

### THEMES

**The themes address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries.**

#### **Theme 1: Les changements dans la société française**

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- **Les changements dans les structures familiales**

Les changements dans les attitudes envers le mariage, les couples et la famille.

- **L'éducation**

Le système éducatif et les questions estudiantines.

- **Le monde du travail**

La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.

#### **Theme 2: La culture politique et artistique dans les pays francophones**

Theme 2 is set in the context of francophone countries and communities. This theme covers artistic culture (through music, and festivals and traditions) and political and artistic culture (through media).

- **La musique**

Les changements et les développements; l'impact de la musique sur la culture populaire.

- **Les médias**

La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.

- **Les festivals et les traditions**

Les festivals, fêtes, coutumes et traditions.

### **Examinations**

#### **Paper 1: Listening, reading and translation (2 hours)**

Students will be assessed on their understanding of spoken and written French from a variety of types of authentic texts and listening materials, as well as their ability to translate accurately from French into English.

#### **Paper 2: Written response to works and translation (2 hours 40 minutes)**

Students must study two discrete French works: either two literary texts, or one literary text and one film.



### **Paper 3: Speaking (21-23 minutes)**

Task 1 (discussion on a theme)

Task 2 (presentation and discussion on student's independent research project)

#### **The aims and objectives of this qualification are to enable students to:**

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes, as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media.
- Develop language learning skills and strategies, including strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken .
- Mediate between cultures and between speakers of the language and speakers of English
- Foster their ability to learn other languages
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment.
- Develop their capacity for critical and analytical thinking through the language of study.
- Develop as independent researchers through the language of study.

# GEOGRAPHY

*Contact [nfoss@finboroughschool.co.uk](mailto:nfoss@finboroughschool.co.uk) for further discussion*

Edexcel (Pearson) 9GEO

## Overview

This specification offers an issues-based approach to studying Geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. The content gives students the opportunity to develop an in-depth understanding of physical and human geography; the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.

Two residential field trips are planned: one in AS and one at A2. These provide an excellent opportunity to consolidate knowledge as well as provide vital geo-investigative skills and techniques to go towards 20% of the final grade.

### **Paper 1 (Paper code: 9GE0/01)**

Written examination: 2 hours and 15 minutes - 30% of the qualification

Topic 1: Tectonic Processes and Hazards

Topic 2: Landscape Systems, Processes and Change – including Coastal Landscapes and Change

Topic 5: The Water Cycle and Water Insecurity

Topic 6: The Carbon Cycle and Energy Security

### **Paper 2 (Paper code: 9GE0/02)**

Written examination: 2 hours and 15 minutes - 30% of the qualification

Topic 3: Globalisation

Topic 4: Shaping Places – including Regenerating Places

Topic 7: Superpowers

Topic 8: Global Development and Connections – including Migration, Identity and Sovereignty

### **Paper 3 (Paper code: 9GE0/03)**

Written examination: 2 hours and 15 minutes - 20% of the qualification.

This synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas which are:

- Players
- Attitudes and actions
- Futures and uncertainties

A resource booklet will contain information about the geographical issue. Sections A, B and C all draw synoptically on knowledge and understanding from compulsory content, drawn from different parts of the course.

### **Coursework: Independent Investigation (9GE0/04) Non-examined assessment - 20% of the qualification**

- The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of Geography contained within the specification.
- The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and of his or her own research and/or secondary data.
- The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human.
- The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
- Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.
- The investigation report is internally assessed and externally moderated.
- The student will produce a written report of 3000–4000 words.

### **GCSE subjects required**

A minimum of 5 GCSE Grade 5 or higher with a Grade 5 in English. GCSE Geography at Grade 5 or above.

Geography, by its very nature and its locational approach, overlaps with many other 'A' Level subjects, but more specifically with: Biology, Business Studies, and Economics.

### **Progression and Careers**

The course will provide a suitable foundation for those wishing to study Geography or other related courses in higher education (i.e. Earth Sciences, Transport Management, Estate Management, Travel and Tourism).

Equally, the course will be useful for those candidates wanting to pursue a geography-based career in business (logistics), various social sciences (social work), or as part of a course of general education.

Note: Currently, Geography is one of the most undersubscribed courses within Further Education. Consequently places at the more prestigious universities to study a Geography based degree are often more easily attainable. It is also worth pointing out that Geography graduates enjoy one of the highest percentages of employment rates as well.

## HISTORY

*Contact sbanks@finboroughschool.co.uk for further discussion*

### A level OCR H505

A two year full A level course

Unit	Assessment and %
Period Study. England 1485-1558 - the early Tudors.	1 hr 30 minute exam 25% of total A level
Non-British Study: USA 1803-1890 - westward expansion and civil war.	1 hr exam 15% of total A level
Thematic Study. The changing nature of warfare 1792-1945	2hr 30 minute exam 40% of total A Level
Investigative essay - course work	3000-4000 word essay 20% of total A level

### Skills Required

Advanced level History demands the ability to read widely, to comprehend a variety of opinions and to critically assess evidence and interpretations. Candidates must have confident written communication skills and have good organisation and independent study skills. Ultimately students must be able to form and defend critical judgements of their own.

An interest in and curiosity to know more about people and societies and social, political and economic development are important.

### GCSE Subjects Required

English Language minimum Grade 5.

History or Humanities (Geography, Sociology, Psychology, Economics, Politics, Media Studies and Business Studies are acceptable alternatives to History or Humanities) minimum grade 5.

At least three other GCSE qualifications at grade 4 or higher.

### Progression and Careers

Advanced level History develops skills in critical analysis, judgement and efficient communication. It may qualify students to pursue degree level qualifications in History, Politics, Law, Business and many other humanities or social science based courses.

Possible career paths include teaching, law, the civil service, local government, armed forces, heritage, tourism, human resource management or the police and security services.



## FURTHER MATHEMATICS

*Specification codes*      *AS: H235*  
   *A2: H245*

*OCR*

### **Introduction**

Mathematics is a subject that creates career opportunities for those who decide to take up the challenge and study it at A level. An A-level in Further Mathematics is the pinnacle of mathematics study in secondary education.

In most large schools and colleges the minimum requirement to study Further Mathematics at A level is a Grade 8 in GCSE Mathematics. However here at Finborough classes are more like tutorials allowing students a more tailored and focused learning programme meaning that we will accept students with a grade 7 or above.

There is a big step from GCSE to A Level. Students who do not take this for granted tend to succeed, with the converse also being true. If you are mature in your approach to your study, i.e you are conscientious with preparation, you seek help if you don't understand, and you revise routinely, then you have the core attributes to succeed at A Level Further Mathematics.

The Further Maths course has been designed so that it can be studied at the same time as the Maths A level.

### **AS Level Topics:**

Pure: proof, complex numbers, matrices, further vectors (equations of lines, the distance and angle between two lines), further algebra (looking at the relationship between roots and coefficients).

Mechanics: dimensional analysis, work, energy, power, impulse and momentum, centre of mass, motion in a circle.

Additional Pure: sequences and series, Number Theory (different bases), Group Theory (axioms, finite groups and cyclic groups, further vectors (finding areas, invariance and eigenvectors)

### **A Level Topics:**

A Level Further Mathematics extends the topics covered at AS. In the areas of Pure and Additional Pure this includes Argand diagrams, de Moivre's theorem, 3D vectors and mathematical induction. In the area of Mechanics this includes solving differential equations when modelling the linear motion of a particle.

### **Assessment:**

The AS is assessed by public examination (there is no coursework) and the assessment consists of three 70 minute papers that are equally weighted.

The A level exam consists of four papers each being 90 minutes long. The first two cover the mandatory Pure Maths, the third paper covers the Mechanics element, whilst the fourth covers the Additional Pure Maths. All the papers are weighted equally.

# MUSIC

*Contact [cdearing@finboroughschool.co.uk](mailto:cdearing@finboroughschool.co.uk) for further discussion*

**Why choose AS and A Level Music?**

***Do you like to experiment, explore and examine? Are you ready to take creative risks to find and express your inner musician?***

**Modern and accessible** – The **OCR board** qualifications provide a contemporary, accessible and creative education with emphasis on musicality and practical music making.

**The new linear OCR course has been chosen to allow students the flexibility of majoring in either Performance or Composition, with a 25% / 35% weighted pathway option (not offered by other boards).**

- Learning through integration of performing, composing, listening
- Opportunity to explore and develop your personal strengths and interests through a tailored course

Advanced Subsidiary: H143  
Full Advanced: H543

OCR  
OCR

Aims and Learning Outcomes

**OCR's AS & A Level in Music will encourage learners to:**

- engage actively in the process of music study
- develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- broaden musical experience and interests, develop imagination and foster creativity
- develop as effective, independent learners and as critical and reflective thinkers with enquiring minds
- reflect critically and make personal judgements on their own and others' music
- engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

Key Features : AS / A Level - H143

Students are required to develop an in-depth understanding of :

- Musical elements and their interdependence
- Musical contexts
- Musical language

For AS, students will study at least three areas from six Areas of Study.

AoS 1&2 are compulsory; students select *one* more from AoS 3-6

**For A Level you will select at least two more.**

The purpose of the Areas of Study is to provide contexts through which learners will study the core content of AS Level Music and explore the three key inter-related elements of:

- tonality
- interpretation
- instrumental/vocal techniques.

Course & Assessment Overview: AS Level - H143

Unit	Content	Assessment	% of Assessment
<b>Performing</b>	<p><b>Recital:</b> Minimum of 6 minutes and two contrasting pieces. <i>Choice of:</i></p> <ul style="list-style-type: none"> <li>• solo piece(s) on one or more than one instrument or voice.</li> <li>• ensemble performance.</li> <li>• accompanying.</li> <li>• realisation using music technology.</li> </ul>	<p><b>Performing (01)</b> Recital  <b>75 Marks</b>  Non-exam assessment – externally assessed via audio-visual recording</p>	<p><b>30%</b> of AS Level</p>
<b>Composing</b>	<p><b>Compositions with a combined duration of at least four minutes 30 seconds:</b></p> <ul style="list-style-type: none"> <li>• One to a brief set by OCR.</li> <li>• One to a brief written by the learner.</li> </ul>	<p><b>Composing (02)</b> Compositions accompanied by a score, lead sheet or written description <b>75 Marks</b>  Non-exam assessment – externally assessed via audio recordings</p>	<p><b>30%</b> of AS Level</p>
<b>Listening &amp; Appraising</b>	<p><b>Written exam in 3 sections.</b> Sections A &amp; B are based on the compulsory Areas of Study 1&amp;2:</p> <ul style="list-style-type: none"> <li>• <b>Section A</b> has a variety of questions based on aural extracts from unfamiliar works in AoS 1&amp;2. (20 marks).</li> <li>• <b>Section B</b> is comprised of four 10 mark questions including analysis, comparison of aural extracts, testing of understanding of musical context / background.</li> <li>• <b>Section C</b> is one essay question relating to the chosen Area of Study (20 marks).</li> </ul>	<p><b>Listening &amp; Appraising (03)</b>  Exam 2 hours  <b>100 marks</b></p>	<p><b>40%</b> of AS Level</p>



### Areas of Study:

Area of Study 1: Instrumental Music of Haydn, Mozart and Beethoven.

Area of Study 2: Popular Song: Blues, Jazz, Swing and Big Band.

Area of Study 3: Developments in Instrumental Jazz 1910 to the present day.

Area of Study 4: Religious Music of the Baroque Period.

Area of Study 5: Programme music 1820–1910.

Area of Study 6: Innovations in Music 1900 to the present day.

### OCR A Level in Music (H543)

#### Key Features:

- **flexible pathway to allow learners to have an emphasis on either performance or composition** (25 / 35% weighting option) *which no other board offers.*
- **an extended performance component** – non-exam assessment completed during the course and submitted to OCR for assessment
- **a double composition component** – non-exam assessment completed during the course and submitted to OCR for assessment with options .
- **an examined listening, analysing and appraising component** sat at the end of the linear course.

#### Core Content of A Level

The core content knowledge and understanding that underpin this qualification is assessed across all components and through four of the Areas of Study.

**AoS 1&2 are compulsory, at least two others are selected from AoS 3-6 same options as AS Level).**

#### Course & Assessment Overview : A Level - H543

Composing Weighting : A Route

Performing Weighting : B Route

	Content	Assessment	
Performing A Route	<b>Recital</b> minimum of <b>6 minutes</b> and two contrasting pieces. <i>Choice of:</i> <ul style="list-style-type: none"><li>• solo piece(s) on one or more instruments or voice</li><li>• ensemble performance (including accompanying)</li><li>• realisation using music technology</li></ul>	<b>Performing A (01)</b> Recital 75 Marks  Non-exam assessment – externally assessed via audio-visual recording	<b>25%</b> of full GCE

Composing A Route	<p><b>Compositions</b> with a combined duration of at least 8 minutes</p> <ul style="list-style-type: none"> <li>• One to a brief set by OCR</li> <li>• One to a brief written by the learner</li> <li>• Three short technical exercises</li> </ul>	<p><b>Composing A (03)</b> Compositions accompanied by a score, lead sheet or written description</p> <p>105 Marks</p> <p>Non-exam assessment – externally assessed via audio recordings</p>	<p><b>35%</b> of full GCE</p>
Performing Route B	<p><b>Recital</b> – minimum of 10 minutes and three contrasting pieces. <i>Choice of:</i></p> <ul style="list-style-type: none"> <li>• solo piece(s) on one or more instrument or voice</li> <li>• ensemble performance (including accompanying)</li> <li>• realisation using music technology</li> </ul> <p>Section 1: Free Choice Section 2: Focused Study</p>	<p><b>Performing B (02)</b> Recital</p> <p>105 Marks</p> <p>Non-exam assessment – externally assessed via audio-visual recording</p>	<p><b>35%</b> of full GCE</p>
Composing Route B	<p><b>Compositions</b> with a combined duration of at least 4 minutes:</p> <ul style="list-style-type: none"> <li>• One to a brief set by OCR</li> <li>• One to a brief written by the learner</li> </ul>	<p><b>Composing B (04)</b> Compositions accompanied by a score, lead sheet or written description</p> <p>75 Marks</p> <p>Non-exam assessment – externally assessed via audio recordings</p>	<p><b>25%</b> of full GCE</p>
Both Routes	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating music</li> <li>• Familiar and unfamiliar pieces</li> <li>• Prescribed works</li> <li>• Questions based on aural extracts</li> </ul>	<p><b>Listening and appraising (05)</b> Written exam including aural extracts</p> <p>120 Marks</p> <p><b>2 hour and 30 minutes written exam</b></p>	<p><b>40%</b> of full GCE</p>

### Skills Required

- The course builds on the skills, knowledge and understanding gained at GCSE level.
- Grade 5 Theory of Music (or equivalent level of understanding) is essential.
- Live performance recital is a requirement.
- Openness to a wide range of music and the ability to analyse harmony and discuss a composer's influences and intentions.
- Willingness to experiment.
- Ability to be flexible, innovative and to work collaboratively.
- For those students who did not opt to take GCSE Music *the following pre-requisites are necessary:*
  - *they are able to play at least one musical instrument to Grade 6 standard or above*
  - *are confident about their theoretical understanding to GCSE level. (This would need checking if in any doubt)*
  - *a wide experience of composition - this is essential as a major component of the course.*
  - *Where GCSE can accommodate aural learners or those more familiar with TAB notation, the ability to analyse a standard notation score becomes essential at this level.*

### **GCSE Subjects Required**

A minimum of 5 GCSE grade 9 – 4 passes, **minimum grade 5 in Music ideally**

### **Progression and Careers**

Success in 'A' Level Music is the main pathway to degree level studies in music and entry to the top conservatoires and colleges (Royal Academy of Music, Royal College of Music, Trinity Guildhall College, Royal Northern College, Royal Scottish College, Academy of Contemporary Music). Career opportunities for musicians include: performing (session musician, orchestral musician, backing vocalist, teaching, management, lyricist, marketing, public relations, journalism, recording, music production, sound engineering, and composition, including film scores



## MUSIC TECHNOLOGY

*Contact [cdearing@finboroughschool.co.uk](mailto:cdearing@finboroughschool.co.uk) for further discussion*

Edexcel AS / A Level

**There is only one course available for students wishing to take A Level in Music Technology.**

With home studio production dominating the music scene, there is a wide scope for students to gain skills in this course which could actually earn them a living longer term or, at the very least, give them enormous pleasure.

Music production and engineering is also in big demand with increased demand again for live performance and many bands on the tour circuit require touring production teams. It can be an exciting career option.

With our recent investment in a new iMac technology suite for music we are hopeful that students will be interested increasingly in taking this option, having had much more experience of production, and composition using digital sound sources, as well as having learnt the basics of recording techniques.

**New Course for 2017 offers:**

- Clear emphasis on music technology, without the emphasis on music theory
- Engaging and relevant practical tasks
- Equipping of students with skills for higher education and beyond
- Clearly defined and accessible assessments with higher weighting on practical elements of the exam

**Two externally examined papers**

**Two non-examined assessment components**

Component 1 : Recording (20%)

Component 2 : Technology-based Composition (20%)

Component 3 : Listening & Analysing (25%) – 1 hour 30 minute exam

Component 4 : Producing & Analysing (35%) – 2 hours 15 minutes Written / Practical Exam

**Areas of Study**

Area of Study 1: Recording and production techniques for both corrective and creative purposes.

Area of Study 2: Principles of sound and audio technology.

Area of Study 3: The development of recording and production technology.

## PHYSICAL EDUCATION

*Contact shaycock@finboroughschool.co.uk for further discussion*

### **AQA Physical Education - Linear**

This is an ideal course for students who have an interest in both practical performance and the theoretical aspects of sport. It is a coherent and worthwhile course of study both for students who will not continue with further study of the subject beyond this qualification or as a preparation for higher education or employment in a sports-related field.

The AS course is a one year course and the specification is co-teachable, so AS can be taught alongside the first year A-Level. AS students can choose to continue on to the A-Level course but all examinations at the end of the A-Level course will count towards the final grade.

At **A-Level** the course is examined in two parts; **Theory (70%) and Practical (30%)**

### **Paper 1: Factors affecting participation in physical activity and sport**

**What is assessed?** Section A: Applied anatomy and physiology, Section B: Skill Acquisition, Section C: Sport and Society.

**How is it assessed?** • Written exam: 2 hours • 105 marks • 35% of A-level

### **Paper 2: Factors affecting optimal performance in physical activity and sport**

**What is assessed?** Section A: Exercise Physiology and Biomechanics, Section B: Sport Psychology, Section C: Sport and Society and Technology in Sport.

**How is it assessed?** • Written exam: 2 hours • 105 marks • 35% of A-level

### **Non-exam assessment: Practical Performance in Physical Activity and Sport**

**What is assessed?** Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

**How is it assessed?** • Internal assessment, external moderation • 90 marks • 30% of A-level

The AQA course is **predominantly theoretically based** and as such the majority of teaching focuses on the theoretical aspects documented above.

### **Higher Education and Career opportunities**

This course provides an excellent foundation for candidates in coaching, sports development, the leisure industry, recreational management, the health and fitness industry and professional sport. It is also a suitable qualification for students wishing to study sports-related, or other general courses, in higher education.

## PHYSICS

*Contact [jbaptist@finboroughschool.co.uk](mailto:jbaptist@finboroughschool.co.uk) for further discussion*

*Advanced Subsidiary GCE in Physics (H158)  
Advanced GCE in Physics (H558)*

*Examining Board: OCR*

Unit	Unit code	AS/A2	Content	Type of Assessment	% of total
Mechanics	G481	AS	Motion Forces in action Work and energy	Written Exam – 1 hour	AS level – 30% A Level – 15%
Electrons, waves and photons	G482	AS	Electric current Resistance DC Circuit Waves Quantum physics	Written Exam – 1 hour 45 minutes	AS level – 50% A Level – 25%
Practical Skills in Physics	G483	AS	Internal Assessment of Practical skills	Internal assessment	AS level – 20% A Level – 10%
The Newtonian World	G484	A	Newton's laws Circular motion and oscillations Thermal physics	Written Exam – 1 hour	A Level – 15%
Fields, particles and frontiers of physics	G485	A	Electric and magnetic fields Capacitors and exponential decay Nuclear physics Medical imaging Modelling the Universe	Written Exam – 1 hour 45 minutes	A Level – 25%
Practical Skills in Physics 2	G486	A	Internal Assessment of Practical skills	Internal assessment	A Level – 10%

### Overview

This OCR specification will provide pupils with a thorough grounding in the key concepts of Physics, which will develop their interest in, and enthusiasm for the subject. There is a balance between theory and practical discovery through experimentation and observation.

### Skills required

All pupils must have a keen interest in Physics. They will need to be able to assimilate key concepts in Physics and understand how this knowledge can be, and is, used in practical applications. All pupils will need to read widely (both scientific texts and the popular press) and interpret the information available; they should be able to prepare notes of sufficient quality both within the class and independently of the teacher. Pupils will need to be well-organised and methodical in their approach to work, be able to evaluate data logically, and interpret them in an unbiased manner. They will need to be numerate and be able to apply basic mathematical skills in the analysis of data. Additionally, they will need to have good presentational and communication skills.

### Progression and Careers

Successful 'A' level Physics candidates will have developed the basic knowledge and investigative skills to pursue a qualification in higher education in Physics or in a combined science degree. There are a host of careers open to physicists including electrical and mechanical engineering, energy, defence industries and teaching.

# PSYCHOLOGY

Contact [kbarker@finboroughschool.co.uk](mailto:kbarker@finboroughschool.co.uk) for further discussion

**AQA 7181 (AS), 7182 (A)**

## Why Study Psychology?

Psychology is ‘the scientific study of mind and behaviour’. It centres around gaining understanding of the many facets of the human form. It is a fascinating subject because it aims to explain you. Psychology tries to explain what makes us who we are. During the course, we try to answer some of the questions Psychologists ask through learning about and evaluating the available research evidence from a number of different approaches. These include research in biological, cognitive and behavioural studies. In studying Psychology, you will develop important skills of analysis and evaluation; making judgements as to whether the current research evidence does indeed present a persuasive argument. During the course, you will also develop written skills in order to answer both the shorter and longer, more essay-based exam questions. You will focus on understanding the material we cover, which can be theoretical or scientific in nature, and you will challenge yourself to always think critically about the course content.

## Skills Required

The course requires good literacy and communication skills, and the ability to analyse and formulate interpretations. It requires an interest in people, an interest in science – especially biology – and the ability and self-discipline to follow scientific experimental approaches.

## What does the course consist of?

The A Level will be assessed at the end of the two years through three written papers, on all the areas shown below. There is no assessed coursework. Each of the three papers is two hours long, covers a combination of multiple choice, short answer and extended writing answers, and is worth a total of 96 marks. \* The AS is a stand-alone qualification. It is examined by two papers, each 1 hour 30 minutes, and worth 72 marks.

### Introductory Topics in Psychology\*

- Social influence
- Memory
- Attachment
- Psychopathology

### Psychology in Context\*

- Approaches in Psychology
- Biopsychology
- Research methods

### Issues and Options in Psychology

- Issues and Debates in Psychology
- Cognition and development
- Eating behaviour
- Addiction

## GCSE Subjects Required

Grade 5 or higher in English and Science and a minimum Grade 5 in Maths, together with a minimum of two other GCSE subjects at grade 4 or higher.

**Progression and Careers :** Useful for any job that requires lots of interaction or an understanding of human behaviour and development. People with skills in Psychology are sought after in business, sports, forensics, teaching, research, social work, medicine and healthcare. Study at degree and post-graduate level, would lead to opportunities to work in a huge range of areas.

## SPANISH

*Contact sromero@finboroughschool.co.uk for further discussion*

Papers	Content	Assessment and % of qualification
Paper 1	<p><b>Listening, reading and translation</b></p> <p><b>Section A: Listening</b></p> <p>Students will respond to comprehension questions based on a variety of contexts and sources.</p> <p><b>Section B: Reading</b></p> <p>A reading assessment based on a variety of text-types and genres where students will have to respond to comprehension questions.</p> <p><b>Section C: Translation into English:</b> An unseen passage to be translated from Spanish to English.</p>	<p>1 hour 50 minutes</p> <p>40%</p>
Paper 2	<p><b>Written response to work, grammar and translation</b></p> <p><b>Section A: Translation and grammar marks for grammar</b></p> <p>Students translate an unseen passage from English into Spanish, followed by a grammar exercise.</p> <p><b>Section B: Written response to works (literary texts)</b></p> <p>Students select one question from a choice of two for their chosen literary text. If a student answers a question in this section then they <b>do not</b> complete section C.</p> <p><b>Section C: Written response to works (films)</b></p> <p>Students select one question from a choice of two for their chosen film. If a student answers a question in this section then they <b>do not</b> complete section B.</p>	<p>1 hour 40 minutes</p> <p>30%</p>
Paper 3	<p><b>Speaking</b></p> <p><b>Task 1 (responding to written language and discussion based on the theme: <i>La evolución de la sociedad española</i>)</b> Students are provided with two texts and respond to questions on these, followed by a wider discussion on the Theme.</p> <p><b>Task 2 (discussion on the theme: <i>La cultura política y artística en el mundo de habla española</i>)</b></p>	<p>30 minutes includes 15 minutes preparation time</p> <p>30%</p>



### **Overview**

This course aims at developing fluent and confident Spanish speakers, writers, readers and listeners. It is a demanding but enormously rewarding course that will expose students to contemporary Spanish media, literature and culture.

### **Skills Required**

- A keen interest in Spanish and the culture of Spain.
- A readiness to spend some time in a Spanish speaking country – a really important way of developing fluency.
- A curiosity to discover more about life in Spain and/or a Spanish speaking country.
- Good communication, organisation and independent study skills

### **Progression and Careers**

Spanish can lead to modern foreign language courses in higher education or to a vast number of combined degree courses that include a modern foreign language.

Modern linguists are able to pursue careers in business, the Civil Service, education, publishing, journalism, tourism and leisure.





# FINBOROUGH SCHOOL

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