

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 13 Curriculum

2023-24

Contents

Pure Mathematics	Statistics	Mechanics	Chemistry	Biology	Physics	English Media	English
Global Perspectives	French	Business Studies		Geography	Art	PCE Fundamentos del Arte	
PCE Selectividad Economics		PCE Applied Mathematics		PCE Pure Mathematics		PCE Historia del Arte	
Spanish as a Second Language ELE	Spanish	Computer Science					

ALMUÑÉCAR
INTERNATIONAL SCHOOL

[Contents](#)**Mathematics:** See plans below for Pure, Statistics and Mechanics (Edexcel 9MA0)

Subject: Mathematics - Pure	Year 13	Teacher: Mrs. Kate Reed
No. of lessons per week: 3 (Students also have 1 Mechanics and 1 Statistics lesson - see separate plans below)	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Autumn Term: September / October	<u>Functions and Graphs</u> <u>Sequences and Series</u>	<p>Chapters 1 and 2 were covered at end of Year 12 after AS exams therefore recap only of key topics.</p> <p>Sketching and contrasting graphs of $y = f(x)$ and $y = f(x)$</p> <p>Solving eqtns with modulus function</p> <p>Applying combinations of transformations</p> <p>Sketching transformations</p> <p>Find the nth term of an arithmetic sequence</p> <p>Prove and use the formula for the sum of the first n terms of an arithmetic series</p> <p>Find the nth term of a geometric sequence</p> <p>Prove and use the formula for the sum of a finite geometric series</p> <p>Prove and use the formula for the sum to infinity of a convergent geometric series</p>	<p>Visual: Recognising (and sketching) key graphs and their transformations</p> <p>Use of IT to sketch graphs and change variables</p> <p>Auditory: Constructive criticism of each other's descriptions of key methods (eg long division and then partial fractions for simplification of vulgar fractions) for revision of ch1 & 2</p> <p>Read/Write: Exercises from Pure Mathematic textbook ch,2,3,4 and revision w/sheets for ch1 and 2</p>	<p>For each chapter, a mixed exercise with exam type questions is done. This is then marked by the teacher/ peer marking.</p> <p>All exercises in books, for class work and homework is self-marked for answers and checked by teacher to check layout and workings.</p> <p>Project: Year 13 students each identify one Year 12 mini-topic to present to Year 12 at the appropriate point of the year.</p>

	<u>Binomial Expansion</u>	<p>Use Sigma notation to describe series Generate sequences from recurrence relations Model real- life situations with sequences & series</p> <p>Recap Binomial expansion from yr 12- always natural no. powers Use of 2nd formulae for non-natural no. powers Binomial expansion with (1+x) formula and taking out a as a common factor Using partial fractions to simplify expansions</p>	<p>Kinaesthetic: Use of mini whiteboards for sketching and sharing answers Use of calculators to find binomial values for expansion formulae</p>	
Autumn Term November/ December	<p><u>Radians</u></p> <p><u>Trigonometric Functions</u></p> <p><u>Trigonometry and Modelling</u></p>	<p>Convert between degrees and radians and apply to trig graphs and their transformations Know exact values of angles in radians Find arc length Find areas of sectors and segments Solve trig eqtns in radians Use approximate trig values when θ is small</p> <p>Reciprocals of sin, cos and tan to get sec, cosec and cot Graphs of sec, cosec and cot (relate back to sin, cos, tan) Solving eqtns with trig functions Proving and using identities Sketching and using inverse trig functions (arcsin, arccos, and arctan)</p> <p>Using the addition formula Using the double angle formula Problem solving, modelling and solving eqtns</p>	<p>Visual: Recognise (and draw) key graphs and their transformations</p> <p>Auditory: Quick fire mental questions on trig ids and relationships</p> <p>Read/Write: Exercises from Pure Maths textbook ch 5,6,7</p> <p>Kinaesthetic: Use of mini whiteboards to compare and match up graphs</p>	Mixed exercise with exam type questions is done for each chapter.

Spring Term January/ February	<p><u>Parametric Equations</u></p> <p><u>Differentiation</u></p> <p><u>Numerical Methods</u></p>	<p>Defining coordinates using parametric eqtns Use parametric eqtns to solve problems Convert parametric into Cartesian Finding the area under a curve, given by parametric eqtns, using integration</p> <p>Product Rule and quotient rule Chain rule for differentiation Differentiation of exponential fns Differentiation of trig fns and their proofs Finding the gradient of a curve given in parametric coordinates Implicit differentiation Differentiating the general power fn Relating one rate of change to another Setting up a differential eqtn from info given in context</p> <p>Graphical methods to find roots Showing root lies in an interval Using iteration to find an approximation Deciding on and expressing an answer to an appropriate degree of accuracy</p>	<p>Visual: Diagrams of real world situations- convert to graphs and eqtns</p> <p>Auditory: Listen to and find mistakes in descriptions of step by step methods</p> <p>Read/Write: Exercises from Pure Mathematics textbook ch 8,9,10</p> <p>Kinaesthetic: Find points of intersection of curve with coordinate axes, using online graphing tools</p>	<p>Mixed exercise with exam type questions is done for each chapter.</p> <p>Mock exams and analysis</p>
Spring term: March/ April	<p><u>Integration</u></p>	<p>Integrating using standard functions- (inverse of diff fns) Using reverse of chain rule Using trig identities to integrate Using partial fractions to integrate expressions Recognising and using standard patterns to integrate Integration by substitution Integration by parts</p>	<p>Visual: Diagrammatic representations of 2D and 3D situations Area under a curve</p> <p>Auditory: Quick fire questions on different types of integration</p>	<p>Mixed exercise with exam type questions is done for each chapter.</p> <p>Revision exercises, practice papers (and further mock exams)</p>

	<u>Vectors</u>	<p>Using numerical integration (trapezium rule) and comparing its accuracy by finding exact integrals</p> <p>Finding areas and volumes with integration</p> <p>Using integration to solve differential eqtns</p> <p>Writing and solving differential eqtns arising out of a context</p> <p>3D vectors</p> <p>Use of pythag</p> <p>Problem solving with vectors</p> <p>Eqtn of straight line in vector form</p> <p>Determining whether 2 straight lines (in vector form) intersect</p> <p>Calculating the angle between 2 straight lines</p>	<p>Read/Write: Exercises from Pure Maths textbook ch11, 12</p> <p>Kinaesthetic: Use of mini whiteboards and string etc. to model numerical integration</p>	
Summer Term: May/ June	Past papers and revision in preparation of May/ June exams	Revision and practice of Year 12 and 13 Pure Maths topics	<p>Visual: Mapping topics for revision</p> <p>Auditory: Listening to (and commenting on) each other's topic presentations</p> <p>Read/Write: Past papers and guided topic revision questions</p> <p>Kinaesthetic: Revision areas of room- move between types of question</p>	<p>Revision exercises and practice papers set</p> <p>Final external exams are in May/ June</p>

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Subject: Mathematics- Statistics	Year 13	Teacher: Mrs. Kate Reed
No. of lessons per week: 1 (Students also have 3 Pure and 1 Mechanics lesson)	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
	Year 13 Maths students will follow Pure Maths, Statistics and Mechanics (see separate plans)		Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Autumn Term: September / October	<u>Regression, Correlation and Hypothesis testing</u> <u>Conditional Probability</u>	Understand exponential models in bivariate data Use a change of variable to estimate coefficients in an exponential model Understand and calculate the Product Moment Correlation Coefficient (PMCC) Carry out a hypothesis test for zero correlation Understand set notation in probability Understand conditional probability Answer a variety of problem solving questions on Regression, Correlation and Hypothesis testing (ch 1) and Conditional Probability (ch2)	Visual: Use of Venn diagrams, tree diagrams and two-way tables Auditory: Constructive criticism of each other's step by step descriptions Read/Write: Exercises from Stats & Mechanics book ch 1 & 2 Kinaesthetic: Use calculator functions to calculate values which satisfy given probability statements	For each chapter, a mixed exercise with exam type questions is done. This is then marked by the teacher. All exercises in books, for class work and homework are self-marked for answers and checked by teacher to check layout and workings. Test on chapters 1 & 2

Autumn Term November/ December	<p><u>Conditional Probability</u></p> <p>Solve conditional probability problems using two-way tables and Venn Diagrams Use probability formulae to solve problems Solve conditional probability using tree diagrams</p> <p><u>The Normal Distribution</u></p> <p>Understand the Normal distribution and the characteristics of a normal distribution curve Find percentage points on a standard normal curve Calculate values on a standard normal curve</p>	<p>Visual: Diagrams to illustrate situations</p> <p>Auditory: Identifying correct venn diagram or probability from description</p> <p>Read/Write: Exercises from Stats book ch 3</p> <p>Kinaesthetic: Card sorting to match tree diagrams, venn diagrams and notation</p>	Test on chapter 3 (so far)
Spring Term January/ February	<p><u>The Normal Distribution (continued)</u></p> <p>Find unknown means and/or standard deviations for a normal distribution Approximate a binomial distribution using a normal distribution Select appropriate distributions and solve real-life problems in context Carry out a hypothesis test for the mean of a normal distribution</p>	<p>Visual: Recognising (and drawing) diagrams and graphs to illustrate problem solving</p> <p>Auditory: Quick fire questions- which distribution do I use for...?</p> <p>Read/Write: Exercises from Statistics book ch3</p> <p>Kinaesthetic: Physically matching and pairing descriptions and graphs for given mean and standard deviations</p>	<p>Mixed exercise with exam type questions is done for each chapter.</p> <p>Revision exercises and practice papers set for Statistics</p> <p>Mock exams</p>

Spring term: March/ April	Past papers and revision in preparation of May/ June exams Some Statistics time may be used for Pure Maths	Revision of Year 12 and 13 Statistics topics	<p>Visual: Mapping revision topics</p> <p>Auditory: Listening to (and commenting on) each other's topic presentations</p> <p>Read/Write: Past papers and guided topic revision qs</p> <p>Kinaesthetic: Revision areas of room- move between types of question</p>	<p>Mixed exercise with exam type questions is done for each chapter.</p> <p>Project: create a revision sheet and presentation about 1 topic in yr 12 or 13 Statistics</p> <p>Revision exercises, practice papers (and mock exams) set for Statistics</p>
Summer Term: May/ June	Past papers and revision in preparation of May/ June exams Some Statistics time may be used for Pure Maths	Revision of Year 12 and 13 Statistics topics	<p>Visual: Mapping revision topics</p> <p>Auditory: Listening to (and commenting on) each other's topic presentations</p> <p>Read/Write: Past papers and guided topic revision qs</p> <p>Kinaesthetic: Revision areas of room- move between types of question</p>	<p>Revision exercises and practice papers set for Statistics</p> <p>Final external exams for Statistics are in late May/ June</p>

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Subject: Mathematics A level- Mechanics	Year 13	Teacher: Mrs. Kate Reed
No. of lessons per week: 1 (Students also have 3 Pure and 1 Statistics lesson - see plans above)	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
	Year 13 Maths students will follow Pure Maths, Statistics and Mechanics (see separate documents)		Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Autumn Term: September / October	<u>Moments</u> <u>Forces & Friction</u>	Calculate the turning effect of a force applied to a rigid body Calculate the resultant moment of a set of forces acting on a rigid body Solve problems involving uniform rods in equilibrium Solve problems involving non-uniform rods Solve problems involving rods on the point of tilting Resolve forces into components Use the triangle law to find a resultant force Solve problems involving smooth or rough inclined planes	Visual: Force diagrams Auditory: Identifying correct moment from description Read/Write: Exercises from Stats & Mechanics book ch 4 & 5 Kinaesthetic: Explore resultant of 2 forces using online graphing packages	For each chapter, a mixed exercise with exam type questions is done. This is then marked by the teacher. All exercises in books, for class work and homework is self-marked for answers and checked by teacher to check layout and workings.

		<p>Understand friction and the coefficient of friction</p> <p>Use $F \leq \mu R$</p> <p>(Force is greater than or equal to coefficient of friction multiplied by the normal reaction)</p>		
<p>Autumn Term</p> <p>November/December</p>	<u>Projectiles</u>	<p>Model motion under gravity for an object projected horizontally</p> <p>Resolve velocity into components</p> <p>Solve problems involving particles projected at an angle</p> <p>Derive the formulae for time of flight, range and greatest height, and the equation of the path of a projectile</p>	<p>Visual: Diagrams to illustrate real life situations</p> <p>Auditory: Constructive criticism of each other's step by step descriptions</p> <p>Read/Write: Exercises from Stats & Mechanics book ch 6</p> <p>Kinaesthetic: Physical modelling and testing with ball of projectile situations (outside)</p>	Test on chapters 4 & 5
<p>Spring Term</p> <p>January/February</p>	<u>Applications of Forces</u>	<p>Find an unknown force when a system is in equilibrium</p> <p>Solve statics problems involving weight, tension and pulleys</p> <p>Understand and solve problems involving limiting equilibrium</p> <p>Solve problems involving motion on rough or smooth inclined planes</p> <p>Solve problems involving connected particles that require the resolution of forces</p>	<p>Visual: Triangle of forces</p> <p>Auditory: Identifying correct direction for resolving forces from description</p> <p>Read/ Write: Exercises from Stats & Mechanics book ch 7</p> <p>Kinaesthetic: Tie ball to</p>	Test on chapters 6 & 7

			string to physically model situations	
Spring term: March/ April	<u>Further Kinematics</u>	<p>Work with vectors for displacement, velocity and acceleration when using the vector equations of motion</p> <p>Use calculus with harder functions of time involving variable acceleration</p> <p>Differentiate and integrate vectors with respect to time</p>	<p>Visual: Graphs and triangles to illustrate velocity vectors</p> <p>Auditory: Listen to (and comment on) each others examples of velocity and position vectors</p> <p>Read/ Write: Exercises from Stats & Mechanics book ch 8</p> <p>Kinaesthetic: Use of calculator to check calculations with vectors</p>	Test on ch 4,5,6,7,8
Summer term: May/June	Past papers and revision in preparation of May/ June exams	Revision of Year 12 and 13 Mechanics topics	<p>Visual: Mapping revision topics</p> <p>Auditory: Listening to (and commenting on) each other's topic presentations</p> <p>Read/Write: Past papers and guided topic revision qs</p> <p>Kinaesthetic: Revision areas of room- move between types of question</p>	<p>Test on yr 12 and 13 Mechanics topics</p> <p>Final A2 level exams for Pure Maths and Statistics & Mechanics will be in May/ June</p>

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Subject: <i>Chemistry</i>	Year 13	Teacher: <i>C Thomas</i>
No. of lessons per week: 5	Date: 2023-24	

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3rd April to External exams.	Unit 4,5 and 6 examination past papers.	As above . 6-8 weeks of consolidation.	VARK	Past papers.
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Scheme of Work and Assessment Year 13 2023-24 Contents

Subject: Physics	Year 13	Teacher: Jose Antonio Garcilo Garcia
No. of lessons per week: 5	Date: 2023-24	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc
September/ October/ November	Topic 5: Further mechanics <ul style="list-style-type: none"> • Impulse and momentum and energy • Motion in circle • Collisions • Centripetal force 	Experiments, measurements, re-arranging mathematical formula, creating graphs Understanding keys physics concepts :	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class.	Exercises from workbook chapters 1 Homework and exercises in class marked by students and checked by the teacher. Experimental skills in class Worksheet.
December/ January	Topic 6: Electric and magnetic fields <ul style="list-style-type: none"> • Electric fields • Capacitance • Magnetic fields 	Experiments, measurements, re-arranging mathematical formula, creating graphs Understanding keys physics concepts :	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class	Exercises from workbook chapter 2 Homework and exercises in class marked by students and checked by the teacher. Experimental skills in class Worksheet. Unit 4 exam and revision and past papers

February / March	Topic 7: Nuclear and particle physics <ul style="list-style-type: none"> Electrons and nuclei Particle physics Nuclear decay Thermodynamics Internal energy Gas laws Oscillations 	Experiments, measurements, re-arranging mathematical formula, creating graphs Understanding key physics concepts : Constituents of an atom and calculations around binding energy Calculate radioactive decay Relating internal energy with temperature and work for ideal gas Understanding and analysing simple harmonic motion	Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class	Exercises from workbook chapter 3 Homework and exercises in class marked by students and checked by the teacher. Worksheet. Experimental skills in class
April	Topic 8: Space <ul style="list-style-type: none"> Astrophysics Cosmology 	Understanding key physics concepts Big bang and evidence for Expansion of the universe Cosmic microwave background Stellar evolution	Read/Write: Reading exercises and describing experiments	Exercises from workbook chapter 4 Homework and exercises in class marked by students and checked by the teacher. Worksheet. Unit 5 exam revision and past papers
April/ May / June	Revision and exams	Revision by past papers		

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Subject: Global Perspectives & Research Cambridge 9239	Year 13	Teacher: M Galiana
No. of lessons per week: 5	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September October	The critical path Question cards A Learner's Guide to the Cambridge Research Report Research design The core stages of research design Reflecting upon your research design Piracy Military expenditure Terrorism Non-violent protests Conflicts	Introduction writing skills Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay An email to a government minister describing their findings and outlining what the government might do to limit the impact of global warming Group research
October November	AO1 AO2 AO3	Methodological skills comprise the attributes you will need to design and	Research on the internet Reading different information Presentations	Exercise books Essay Group research

	<p>Stage 1. Selecting your topic</p> <p>Analysis of arguments Evaluation of arguments CAER rule Arguments: logic, conclusions, complex arguments, fallacies, hidden assumptions</p>	<p>carry out a research project. Such skills include the ability to select the best methods to use to answer a question, the ability to devise a research question and the ability to make sense of your findings and write them up in a way that answers your question.</p>	<p>Posters Mind Mapping Debates</p>	<p>The project should show evidence that students have worked with students from another culture, community or country. Group production of a project plan.</p>
<p>November December</p>	<p>Stage 2. Developing your research question</p> <p>Artificial intelligence CAER rule</p>	<p>Critical thinking skills include the ability to detect bias, evaluate different arguments and types of evidence together with the ability to reflect on your own learning and argue different perspectives.</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Exam Practice exam paper The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics</p>
<p>December January</p>	<p>Stage 3. The practical and personal considerations of research design Stage 4. Desk Research: identifying, searching and reviewing the literature Stage 5. Selecting your methods</p>	<ul style="list-style-type: none"> • maintain and use a research log in support of the research process • select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source material • analyse and use relevant and credible evidence in support of arguments and overall perspectives 	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p> <p>Collect detailed digital photographs Put together an exhibition or poster showing the different</p>	<p>Exercise books Individual research</p>

	<p>Circular economy Consciousness The simulation argument Cambridge Research Report skills</p>	<ul style="list-style-type: none"> analyse relevant perspectives, showing awareness of how the arguments, claims and the nature of the evidence are used to support conclusions 	<p>perspectives of how the world needs for energy has to change together with written commentary</p>	
<p>January February</p>	<p>Stage 6. Gathering Primary Data Stage 7. Analysing your data</p> <p>Fallacies Cognitive bias Human Rights</p>	<ul style="list-style-type: none"> communicate clearly throughout the report using appropriate academic terms, referencing and citation techniques provide an oral explanation and justification of your own report findings, choice and use of research methods and methodology. 	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Project research</p>
<p>February March</p>	<p>Stage 8. Writing up your Cambridge Research Report</p> <p>Digital life Oil vs data The great hack</p>	<ul style="list-style-type: none"> evaluate specific research methods and methodology evaluate and synthesise evidence to draw reasoned conclusions evaluate and synthesise alternative perspectives and interpretations in order to make your own reasoned personal judgments reflect on the scope, nature and limitations of your own research report, and how and why your own personal viewpoints of the issue/s 	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Project research</p>

		researched may have changed during the research process		
March April	Stage 8. Writing up your Cambridge Research Report Preparations for A Level exams Analysis of examiner report	Design own questions for research Plan and design own essay and response to this issue Combining different sources of information using statistics and tables	Research on the internet Reading different information Presentations Posters Mind Mapping Debates Contact other schools and organizations Demonstrate understanding of this issue on a global scale Make recommendations	Exercise books Essay Project research Exam
April May	Preparations for A Level exams	Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Project research
June	Preparations for A Level exams	Same competencies during September-April Writing past papers under exam conditions	Past paper practice	Final exam

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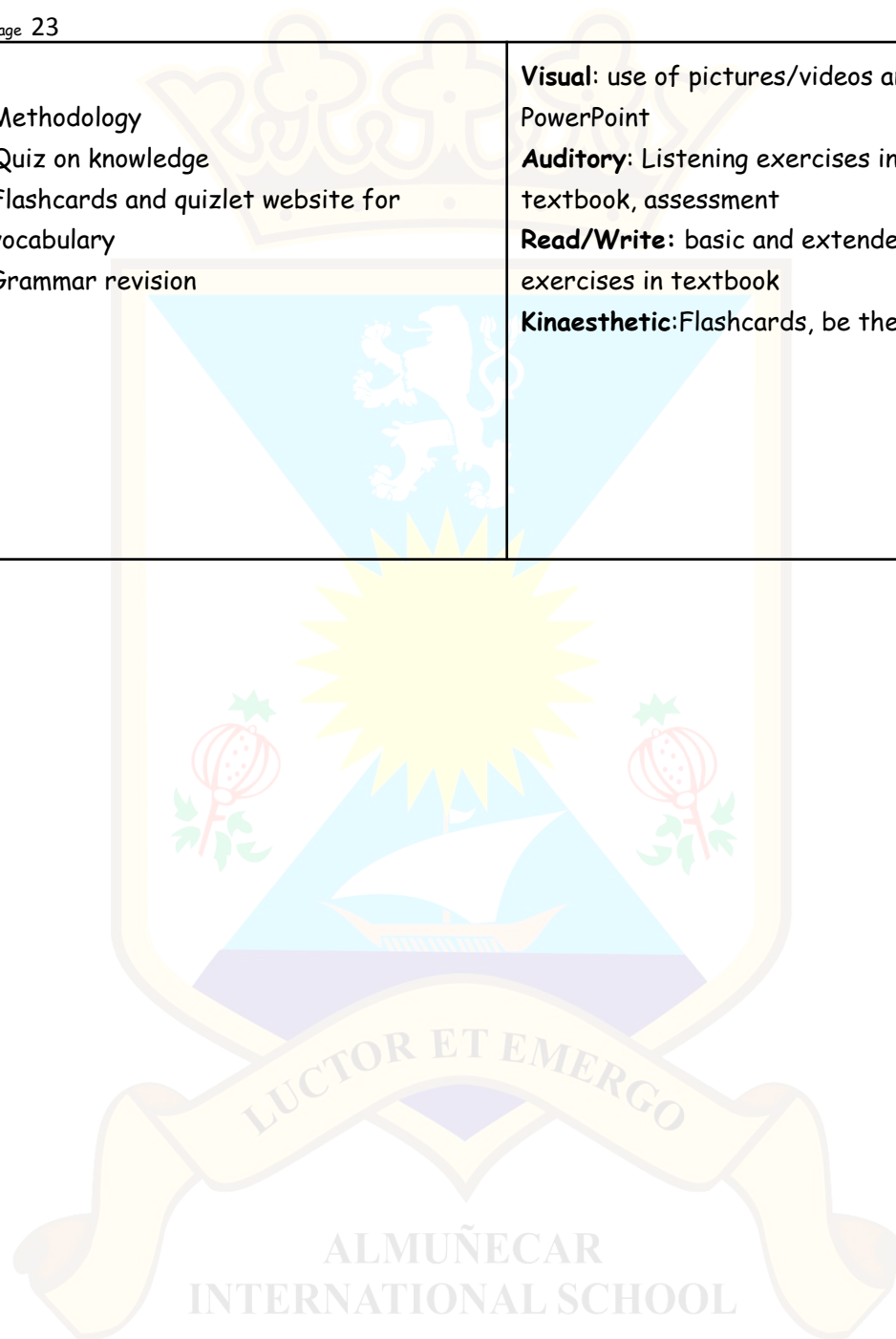
Subject: French	Year 13	Teacher: V Bernard
No. of lessons per week: 5	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		<p>Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic</p> <p>NB Film study will start in parallel of topic studies from february/march onwards</p> <p>Teaching & Learning Styles (VARK):</p> <p>In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles.</p> <p>e.g</p> <p>Visual: Powerpoint presentation/flashcards for new vocabulary</p> <p>Auditory: Listening exercises, drilling from teacher.</p> <p>Read/Write: Included in textbook practice and part of MFL assessment</p> <p>Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises</p> <p>VARK also included in the use of digital textbook and interactive exercises</p>		
Sept/Oct 1-6weeks	Technology in the French-speaking world Scientific advances Technological innovations	Advances in medicine Space exploration and technology The future of transport Satellite technology The work of technological innovators	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment,

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		<p>Study of a famous political figure</p> <p>Are young people interested in politics?</p> <p>Is it important to vote?</p>		
February	Customs	<p>Traditions and customs in a Francophone country / Francophone countries</p> <p>Reasons for and the origins of customs</p> <p>Changing attitudes to traditional customs</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint</p> <p>Auditory: Listening exercises in textbook assessment</p> <p>Read/Write: basic and extended exercises in textbook/book software</p> <p>Kinaesthetic: Multimedia use.</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>This chapter: focus on reading and listening</p>
March/April	Beliefs	<p>Spirituality</p> <p>Religion</p> <p>The place of spirituality and religion in society</p> <p>Superstition</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint</p> <p>Auditory: Listening exercises in textbook, assessment</p> <p>Read/Write: basic and extended exercises in textbook</p> <p>Kinaesthetic: Debates on moral issues, being able to switch position</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>This chapter: focus on reading and listening</p>
May/June/July	Oral preparation	<p>Vocabulary to debate</p> <p>Developing your research skills</p> <p>Taking a stance</p>	<p>Teaching & Learning Styles (VARK):</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p>

	General revisions	<p>Methodology</p> <p>Quiz on knowledge</p> <p>Flashcards and quizlet website for vocabulary</p> <p>Grammar revision</p>	<p>Visual: use of pictures/videos and PowerPoint</p> <p>Auditory: Listening exercises in textbook, assessment</p> <p>Read/Write: basic and extended exercises in textbook</p> <p>Kinaesthetic: Flashcards, be the teacher</p>	<p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>This chapter: focus on reading and listening</p> <p>Exam papers practice</p> <p>End of year assessment</p>
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Subject: Business Studies	Year 13	Teacher: Guilherme Reus
No. of lessons per week: 5	Date: 2023-24 International Edexcel Syllabus: YBS11	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		These are the curriculum concepts that will be covered. The skills that are taught in Year 13 are application, analysis and evaluation. There will also be a clear focus on improvement in essay writing.	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Students take 2 exams for A2. One will be in January and the other in June. This will allow the students to resit the January one if required.
sept	Business objectives and strategy Ansoffs matrix Porters strategic matrix Portfolio analysis Swot analysis Pestle Competitive environment Porters five forces Sales forecasting Moving averages	Students need to do each of the assessment criteria to be prepared for the exam Corporate objectives a) Development of corporate objectives from mission statement/corporate aims. b) Critical appraisal of mission statements. 2 Theories of corporate strategy a) Development of corporate strategy: • Ansoff's Matrix • Porter's Strategic Matrix. b) Aim of portfolio analysis. c) Effect of strategic and tactical decisions on human, physical, and financial resources. 3 SWOT analysis a) SWOT analysis • internal considerations: strengths and weaknesses • external considerations: opportunities and threats. 4 Impact of external influences a) PESTLE (political, economic, social, technological, legal and environmental). b) The changing competitive environment. c) Porter's five forces	A range of auditory and written work will be done in activities that range from presentations to case studies All topics will cover the following: Demonstrate knowledge and understanding of terms, concepts, theories, methods and models Apply knowledge and understanding to various business contexts to show how individuals and organisations	Students are doing end of chapter exam questions for every topic covered. They will be given practice exam questions and progress to full papers as they learn more.

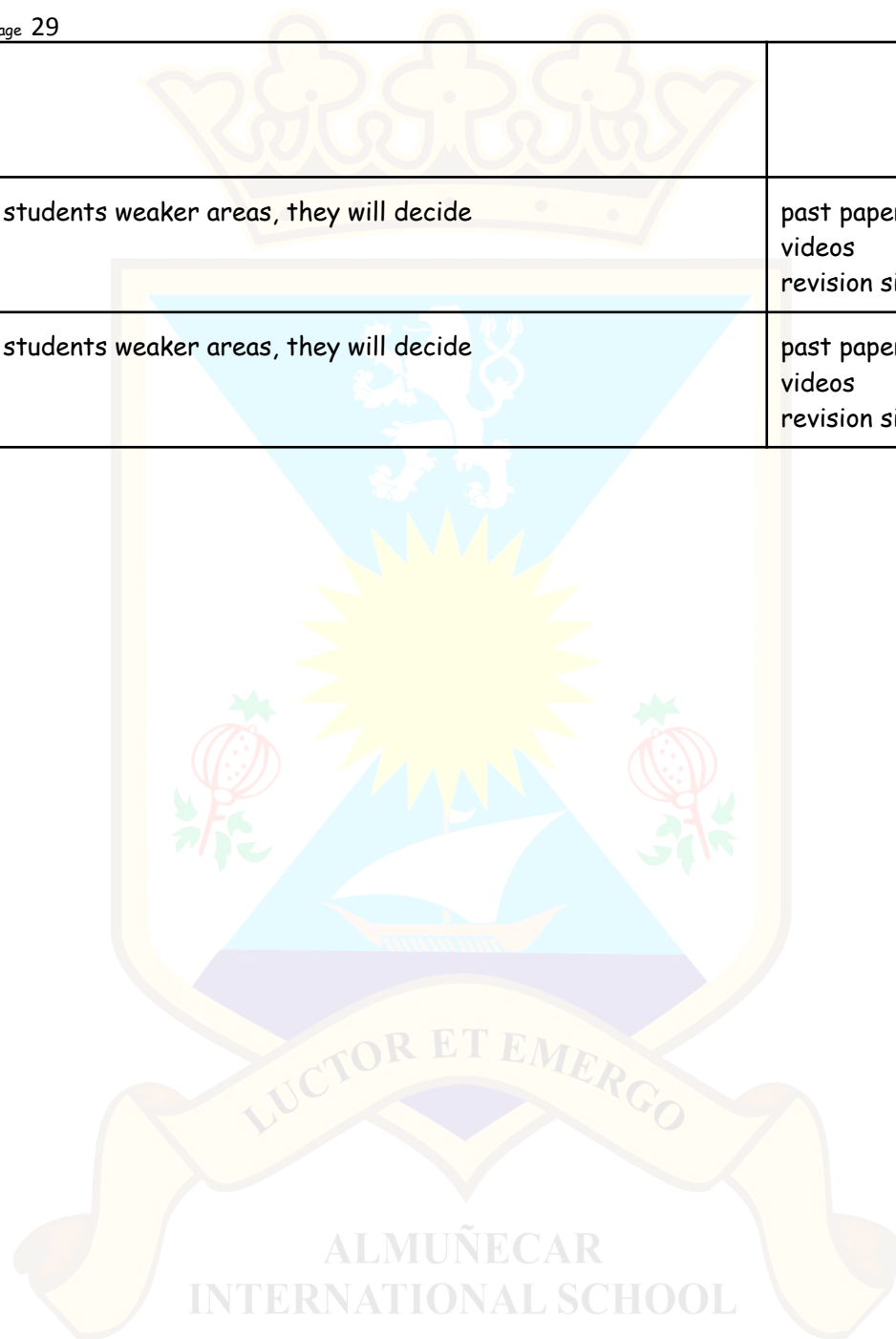
		<p>Growth a) Objectives of growth: • economies of scale (internal and external) • increased market power over customers and suppliers • increased market share and brand recognition • increased profitability. b) The distinction between inorganic and organic growth. 2 Organic growth a) Methods of growing organically. b) Advantages and disadvantages of organic growth. 3 Inorganic growth a) Mergers and takeovers: • reasons for mergers and takeovers • distinction between mergers and takeovers • horizontal and vertical integration • conglomerates • financial risks and rewards. b) Advantages and disadvantages of inorganic growth. 4 Problems arising from growth a) Diseconomies of scale. b) Internal communication. c) Overtrading.</p>	<p>are affected by and respond to issues</p> <p>Analyse business issues, showing an understanding of the causes, costs and consequences for individuals and organisations</p> <p>Evaluate evidence to make informed judgements and propose evidence-based solutions to business issues</p>	
oct	<p>Payback</p> <p>Rate of return</p> <p>Discounted cash flow</p> <p>Decision trees</p> <p>Critical path analysis</p> <p>Contribution</p> <p>Corporate culture</p>	<p>Students need to do each of the assessment criteria to be prepared for the exam</p> <p>) Calculation of time-series analysis: moving averages (three period/four quarter). b) Interpretation of scatter graphs and line of best fit: extrapolation of past data to future. c) Limitations of quantitative sales forecasting techniques. 2 Investment appraisal a) Simple payback. b) Average (accounting) rate of return. c) Discounted cash flow (net present value only). d) Calculations and interpretations of figures generated by these techniques. e) Limitations of these techniques. 3 Decision trees a) Construct and interpret simple decision-tree diagrams. b) Calculations and interpretations of figures generated by these techniques. c) Limitations of using decision trees. 4 Critical path analysis a) Nature and purpose of critical path analysis. b) Complete and interpret simple networks to identify the critical path. c) Calculate: • earliest start time • latest finish time • total float. d) Limitations of using critical path analysis. 5 Contribution a) Nature and purpose of contribution. b) Calculation and interpretation of contribution. c) Use of contribution as a decision-making technique.</p> <p>Strong and weak cultures. b) Classification of company cultures: • power • role • task • person. c) How corporate culture is formed. d) Difficulties in changing an established culture.</p>	<p>A range of auditory and written work will be done in activities that range from presentations to case studies</p>	<p>Students are doing end of chapter exam questions for every topic covered.</p> <p>They will be given practice exam questions and progress to full papers as they learn more.</p>

nov	Stakeholder versus shareholder Business ethics Income statement Statement of financial position Ratio analysis	Stakeholder model versus shareholder model a) Internal and external stakeholders. b) Stakeholder objectives. c) Stakeholder and shareholder influences: • stakeholder: that the business considers all of its stakeholders in its business decisions/objectives • shareholder: that the business should focus purely on shareholder returns (increasing share price and dividends) in its business decisions/objectives. d) The potential for conflict between profit-based (shareholder) and wider objectives (stakeholder). 3 Business ethics a) Ethics of strategic decisions: trade-offs between profit and ethics. b) Pay and rewards. c) Corporate social responsibility (CSR). Statement of comprehensive income (profit and loss account): • key information • stakeholder interest. b) Statement of financial position (balance sheet) • key information • stakeholder interest. 2 Ratio analysis a) Calculate: • profitability (gross profit margin and profit for the year margin) • liquidity (current and acid test ratios) • gearing ratio • return on capital employed (ROCE). b) Interpret ratios to make business decisions. c) The limitations of ratio analysis.	A range of auditory and written work will be done in activities that range from presentations to case studies	Students are doing end of chapter exam questions for every topic covered. They will be given practice exam questions and progress to full papers as they learn more.
dec	Human resources Productivity Labour turnover Absenteeism Rewards Factors of change Contingency planning	Calculate and interpret the following to help make business decisions: • labour productivity • labour turnover and retention • absenteeism. b) Limitations of these calculations. c) Human resource strategies to increase productivity and retention and to reduce turnover and absenteeism: • financial rewards • employee share ownership • consultation strategies • empowerment strategies. Organisational culture. b) Size of organisation. c) Time/speed of change. d) Managing resistance to change. e) Transformative leadership. 2 Contingency planning a) Identifying key risks through risk assessment: • natural disasters • IT systems failure • loss of key staff. b) Planning for risk mitigation: • business continuity • succession planning.	A range of auditory and written work will be done in activities that range from presentations to case studies	Students are doing end of chapter exam questions for every topic covered. They will be given practice exam questions and progress to full papers as they learn more.
jan	Globalisation Growing economies International trade and business growth Factors contributing to	Characteristics of developed, developing and emerging economies. b) Growing economic power of countries within Asia, Africa and other parts of the world. c) Implications of economic growth for individuals and businesses: • trade opportunities for businesses • employment patterns. d) Indicators of growth: • gross domestic product (GDP) and GDP per capita • human development index (HDI). 2 International trade and business	A range of auditory and written work will be done in activities that range from presentations to case studies	Paper 3 exam

	<p>increased globalisation</p> <p>Protectionism</p> <p>Trading blocs</p>	<p>growth a) Exports and imports. b) Implications of increasing specialisation by countries and businesses. c) Foreign direct investment (FDI) and link to business growth. 3 Factors contributing to increased globalisation a) Trade liberalisation, the reduction of trade barriers and the role of the WTO. b) Political change. c) Reduced cost of transport and communication. d) Increased significance of global (multinational) corporations (MNCs). e) Increased investment flows (FDI). f) Migration within and between economies. g) Growth of the global labour force. h) Structural change. i) Impact on businesses of increased globalisation. 4 Protectionism a) Reasons for protectionism. b) Tariffs. c) Import quotas. d) Other trade barriers: • government legislation • domestic subsidies. e) Impact on businesses of protectionism. 5 Trading blocs a) Expansion of trading blocs: • EU and the single market • ASEAN • NAFTA. b) The impact on businesses of trading blocs</p>		
feb	<p>Global markets and business expansion</p> <p>Conditions that prompt trade</p> <p>Assessment of a country as a market</p> <p>Assessment of a country as a production location</p> <p>Reasons for global mergers, takeovers or joint ventures</p> <p>Global expansion and uncertainty</p>	<p>Push factors: • saturated markets • competition. b) Pull factors: • increased sales and profitability • risk spreading and economies of scale. c) Cost competitiveness by off-shoring and outsourcing. d) Extending the product life cycle. 2 Assessment of a country as a market a) Factors to consider: • levels and growth of disposable income • ease of doing business • infrastructure • political stability • exchange rates. b) Application of Porter's five forces in assessing potential markets. 3 Assessment of a country as a production location a) Factors to consider: • costs of production • skills and availability of labour force • infrastructure • location in trade bloc • government incentives • ease of doing business • political stability • natural resources • likely return on investment. 4 Reasons for global mergers, takeovers or joint ventures a) Spreading risk and economies of scale. b) Entering new markets/trade blocs. c) Acquiring national/international brand names/patents. d) Securing resources/supplies. e) Maintaining/increasing global competitiveness. f) Reducing competition. g) Making use of local knowledge. h) Government or legal requirement. i) Accessing supply chains/distribution networks. j) Sharing costs/risks. 5 Global expansion and uncertainty a) The impact on businesses of movements in exchange rates. b) Skill shortages and their impact on international competitiveness</p>	<p>A range of auditory and written work will be done in activities that range from presentations to case studies</p>	<p>Students are doing end of chapter exam questions for every topic covered.</p> <p>They will be given practice exam questions and progress to full papers as they learn more.</p>

march	Global marketing Marketing Niche markets cultural/social factors	<p>Global marketing strategy and global localisation (glocalisation). b) Different marketing approaches: • domestic/ethnocentric • mixed/geocentric • international/polycentric. c) Application and adaptation of the marketing mix (4Ps) to global markets. d) Application of Ansoff's matrix and Porter's matrix to global marketing decisions. 2 Niche markets a) Cultural diversity: recognition that groups of people across the globe have different interests and values. b) Features of global niche markets. c) Application and adaptation of the marketing mix (4Ps) to suit global niches. 3 Cultural/social factors a) Considerations for businesses: • cultural differences • different tastes and preferences • language and unintended meanings • inappropriate branding and promotion. Impact of MNCs on the local economy: • local labour, wages, working conditions and job creation • local businesses • the local community and environment. b) Impact of MNCs on the national economy: • economic growth • FDI flows • balance of payments • technology and skills transfer • consumers • business culture • tax revenues. 2 International business ethics a) Stakeholder conflicts. b) Environmental considerations: • emissions and waste disposal • sustainability. c) Supply chain considerations: • pay and working conditions • exploitation of labour and child labour. d) Marketing considerations: • misleading product labelling • inappropriate marketing activities. 3 Controlling MNCs a) Factors to consider: • power of MNC • political influence • legal control • consumer pressure • pressure groups • social media • self-regulation.</p>	A range of auditory and written work will be done in activities that range from presentations to case studies	<p>Students are doing end of chapter exam questions for every topic covered.</p> <p>They will be given practice exam questions and progress to full papers as they learn more.</p>
april	Overflow for any topics not covered	Catch up before revision starts	A range of auditory and written work will be done in activities that range from presentations to case studies	<p>Students are doing end of chapter exam questions for every topic covered.</p> <p>They will be given practice exam questions and</p>

				progress to full papers as they learn more.
may	Revision	revision on students weaker areas, they will decide	past papers videos revision sites	Exam Practice A2
june	Revision	revision on students weaker areas, they will decide	past papers videos revision sites	Exam Practice A2



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+Subject: Selectividad Economics	Year 13	Teacher: Begoña Folgueiras / Lidia Jimenez Fernandez
No. of lessons per week: 3	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Se avanzará a un ritmo de 1 tema cada 2 ó 3 semanas			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	La evaluación será continua con vistas a la selectividad. Los exámenes contarán el 60% de la nota, el comportamiento y actitud en clase y la asistencia un 10% y el trabajo de casa un 30% En los exámenes el 10% de la nota corresponderá a la presentación, ortografía y tildes, ya que en selectividad es muy valorado.
Trimestre de Otoño: Sept-Octubre	Tema 1: La empresa	1. Conocer la naturaleza de la empresa, sus funciones en la economía y sus diferentes tipos. 2. Conocer la función del empresario, su evolución y su papel en la empresa.	V: Powerpoint sobre el temario. Se harán esquemas y mapas conceptuales que ayuden a organizar ideas en cada uno de los	Estos temas se vieron el curso pasado, por lo que se hará un repaso de ellos y un examen

		<p>3. Hacer una primera aproximación de conjunto a los diferentes elementos que componen la empresa.</p> <p>4. Aprender la naturaleza y la función de cada elemento y las áreas funcionales de la empresa.</p>	temas A/R/W: Se seguirá el libro de texto, realizando los ejercicios del mismo. Además, se realizarán textos escritos con definiciones y temas cortos, enfocados a las necesidades para selectividad. El alumno reforzará el aprendizaje auditivo realizándose exposiciones de powerpoint por su parte al finalizar alguno de los temas. También se organizarán debates y, al final, los alumnos se harán preguntas unos a otros. K: Se realizarán correcciones con gestos por parte de la profesora y relacionaremos gestos con algunos conceptos.	escrito. Trabajo de casa y en clase. Se mandan para casa los ejercicios del libro y otro material que entregará la profesora
	Tema 2: La empresa en su entorno	<p>1. Entender que la empresa se mueve en un entorno económico, social, cultural y político que influye sobre ella.</p> <p>2. Aprender los factores de los que depende el diferente tamaño de las empresas y las formas en que se produce el crecimiento de la empresa, con especial referencia a los procesos de internacionalización que le afectan.</p> <p>3. Conocer los efectos de la globalización sobre el funcionamiento de la empresa, la naturaleza de la nueva empresa global y los requerimientos de responsabilidad social que cada día son más importantes.</p> <p>4. Conocer los efectos de la globalización en la vida empresarial.</p>		
	Tema 3: Las funciones de dirección I	<p>1. Conocer la función directiva de gestión y la naturaleza del comportamiento humano en la empresa.</p> <p>2. Conocer las funciones directivas de liderazgo, motivación y comunicación, así como los factores que influyen en su eficaz ejercicio.</p> <p>3. Conocer los nuevos modelos para mejorar la gestión del comportamiento humano y la forma en que se aplican.</p>		
Trimestre de Otoño: Nov-Dic	Temas 6 y 7: La función productiva de la empresa		V: Powerpoint sobre el temario. Se harán esquemas y mapas conceptuales que ayuden a organizar ideas en cada uno de los temas A/R/W: Se seguirá el libro de texto, realizando los ejercicios	
	Tema 5: Los recursos humanos en la empresa			
Trimestre de	Tema 10:	1. Conocer la función financiera de la empresa y su entorno.	A/R/W: Se seguirá el libro de texto, realizando los ejercicios	Examen escrito de temas vistos. Trabajo

Invierno: Ene-Febr	La función financiera en la empresa- financiación	2. Conocer los ciclos financieros de la empresa. 3. Conocer las fuentes internas y externas de financiación de la empresa, su naturaleza y problemática. 4. Introducirse en el análisis económico-financiero a través de sus indicadores.	del mismo. Además, se realizarán textos escritos con definiciones y temas cortos, enfocados a las necesidades para selectividad. El alumno reforzará el aprendizaje auditivo realizándose exposiciones de powerpoint por su parte al finalizar alguno de los temas. También se organizarán debates y, al final, los alumnos se harán preguntas unos a otros. K: Se realizarán correcciones con gestos por parte de la profesora y relacionaremos gestos con algunos conceptos.	de casa y en clase Se mandan para casa los ejercicios del libro y otro material que entregará la profesora
	Tema 11: La función financiera de la empresa- la inversión	1. Conocer la naturaleza de la inversión, sus magnitudes y los flujos que implica. 2. Conocer los significados de la homogeneización financiera, de la capitalización y de la actualización. 3. Aprender los distintos tipos de criterios estáticos de selección de inversiones. 4. Aprender los distintos tipos de criterios dinámicos de selección de inversiones.		
	Tema 12: La contabilidad de la empresa	1. Conocer la composición del patrimonio de la empresa y la naturaleza de las diversas masas patrimoniales. 2. Conocer la estructura y el significado de las cuentas anuales de la empresa. 3. Aprender la utilidad y la importancia de la contabilidad y aprender a ubicar las principales cuentas.		
	Tema 13: Análisis de los estados contables de la empresa	1. Estudio sobre el estado contable de la empresa 2. Análisis financiero 3. Análisis de rentabilidades 4. Análisis patrimonial		
Trimestre de Primavera:	Tema 14:	1. Conocer el sistema directivo de la empresa y los elementos que intervienen en los procesos de toma de decisiones.		Examen escrito de los temas vistos. Trabajo de casa y en clase Se

Marzo- Abril	La fiscalidad de la empresa	2. Conocer la naturaleza y los componentes de la planificación y la dirección estratégica. 3. Conocer la utilidad de las matrices estratégicas y la naturaleza de los procesos de control en el interior de la empresa.		mandan para casa los ejercicios del libro y otro material que entregará la profesora
	Tema 3: Las funciones de dirección I	1. Conocer la función directiva de gestión y la naturaleza del comportamiento humano en la empresa. 2. Conocer las funciones directivas de liderazgo, motivación y comunicación, así como los factores que influyen en su eficaz ejercicio. 3. Conocer los nuevos modelos para mejorar la gestión del comportamiento humano y la forma en que se aplican.		
	Tema 4 : Las funciones de dirección II	1. Conocer los conceptos de organización y de estructura orgánica de la empresa, y aprender a realizar organigramas. 2. Conocer la naturaleza y las formas de la estructura organizativa de la empresa. 3. Conocer los diferentes tipos de estructuras organizativas existentes, con especial referencia a las nuevas formas organizativas que se aplican en el mundo de la empresa		
Trimestre de Verano: Mayo- Junio	Tema 12: El proyecto empresarial	1. Conocer la actividad emprendedora, qué factores la fomentan y dónde se lleva a cabo. 2. Conocer las formas en que pueden surgir los negocios y las empresas y los pasos necesarios que hay que dar para ponerlos en marcha. 3. Conocer las dificultades que se presentan en el proceso de puesta en marcha de un negocio. 4. Aplicar con un caso práctico los conocimientos teóricos adquiridos.	V: Powerpoint sobre el temario. Se harán esquemas y mapas conceptuales que ayuden a organizar ideas en cada uno de los temas A/R/W: Se seguirá el libro de texto, realizando los ejercicios del mismo. Además, se realizarán textos escritos con definiciones y temas cortos, enfocados a las necesidades para selectividad. El alumno reforzará el aprendizaje auditivo realizándose exposiciones de powerpoint por su parte al	Examen escrito de temas 1 al 12. Trabajo de casa y en clase Se mandan para casa los ejercicios del libro y otro material que entregará la profesora. Se hará otro examen del proyecto empresarial presentado en clase y abarcando ya todo el temario.
	Repaso	Repaso de todo el temario para posteriormente realizar exámenes de selectividad		

			<p>finalizar alguno de los temas. También se organizarán debates y, al final, los alumnos se harán preguntas unos a otros.</p> <p>K: Se realizarán correcciones con gestos por parte de la profesora y relacionaremos gestos con algunos conceptos.</p>	<p>A continuación se realizarán exámenes de selectividad de años anteriores.</p>
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Subject: Selectividad Applied Mathematics	Year 13	Teacher: Begoña Folgueiras / Lidia Jimenez Fernandez
No. of lessons per week:3	Date:	2023-24

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			<p>En todos los temas el estilo de aprendizaje está basado prácticamente en un estilo auditorio, donde el profesor expone la teoría y ejercicios y los alumnos escuchan para posteriormente practicar</p> <p>Los alumnos y alumnas han de leer, interpretar y redactar para la resolución de todos los ejercicios.</p> <p>En todos los temas se incluye aprendizaje visual al tener que leer e interpretar gráficos, datos y tablas</p>	

September	Álgebra <u>Tema 1: Matrices</u>	Uso de matrices como expresión de datos. Operaciones con matrices. Resolución de ecuaciones matriciales.		Ejercicios realizados durante la clase Ejercicios de selectividad para entregar.
October	<u>Tema 2: Determinantes</u> .	Estudio de determinantes de matrices cuadradas de orden dos y tres. Cálculo de matriz inversa.		Ejercicios realizados durante la clase Ejercicios de selectividad para entregar. Examen.
November	<u>Tema 3: Sistemas de ecuaciones lineales</u>	Estudio de sistemas de ecuaciones por métodos matriciales.		Ejercicios realizados durante la clase. Ejercicios de selectividad para entregar.

December	<u>Tema 4: Programación lineal</u>	Interpretación gráfica de inecuaciones y resolución de sistemas de ecuaciones e inecuaciones.	Ejercicios realizados durante la clase Ejercicios de selectividad para entregar Examen
January	Estadística y Probabilidad <u>Tema 5: Probabilidad</u>	Cálculo de probabilidad. Asignación de probabilidades: Ley de Laplace, diagramas de árbol, etcétera. Probabilidades a priori y a posteriori, probabilidad compuesta, condicionada y total. Teorema de Bayes.	Ejercicios realizados durante la clase Ejercicios de selectividad para entregar Examen

January	<p>_____</p> <p><u>Tema 6: Distribuciones de probabilidad.</u></p> <p>_____</p> <p>_____</p>	<p>Distribuciones de probabilidad de las medias y proporciones muestrales.</p> <p>Problemas de muestreo</p>		<p>Ejercicios realizados durante la clase</p> <p>Ejercicios de selectividad para entregar</p>
February	<p><u>Tema 7: Distribución normal y binomial</u></p>	<p>Intervalo de confianza para el parámetro p de una distribución binomial y _____ para la media de una distribución normal de desviación típica conocida.</p> <p>Estudio del Teorema central del límite, del teorema de aproximación de la binomial por la normal y de la Ley de los grandes números.</p>		<p>Ejercicios realizados durante la clase</p> <p>Ejercicios de selectividad para entregar</p> <p>Examen</p>
March	<p>Análisis</p> <p><u>Tema 8: Límites y continuidad.</u></p>			

May	<u>Repaso</u>	Realizacion de exámenes de selectividad.		Examen final.
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Subject: Selectividad Pure Mathematics	Year 13	Teacher: Begoña Folgueiras / Lidia Jimenez Fernandez
No. of lessons per week: 3	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	La evaluación será continua con vistas a la selectividad. Los exámenes contarán el 60% de la nota, el comportamiento y actitud en clase y la asistencia un 10% y el trabajo de casa un 30% En los exámenes el 10% de la nota corresponderá a la presentación, ortografía y tildes, ya que en selectividad es muy valorado. Todos los exámenes serán de preguntas similares a las de los exámenes de selectividad.
Trimestre de Otoño: Sept-Octubre	Tema 1: Matrices	<ol style="list-style-type: none"> 1. Conocer y utilizar eficazmente las matrices, sus operaciones y sus propiedades. 2. Conocer el significado de rango de una matriz y calcularlo mediante el método de Gauss. 3. Resolver problemas algebraicos mediante matrices y sus operaciones. 	<p>V: Se realizarán esquemas muy gráficos que se colocarán en la pared de la clase, además de la utilización de la pizarra por parte tanto de profesora como alumnos.</p> <p>A: La profesora dará las explicaciones</p>	<p>Se hará una evaluación inicial de los conceptos de estos primeros temas, que ya se vieron durante el curso anterior.</p> <p>Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.</p> <p>Se hará un examen de los temas 1 y 2. Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.</p>

	Tema 2: Determinantes	<ol style="list-style-type: none"> 1. Conocer los determinantes, su cálculo y su aplicación a la obtención del rango de una matriz. 2. Calcular la inversa de una matriz mediante determinantes. Aplicarlo a la resolución matricial de sistemas $n' \times n$. 	<p>correspondientes al temario</p> <p>R/W: Se utilizarán tanto los libros de texto como cuadernos y la pizarra para el desarrollo de los ejercicios.</p> <p>K: Algunos temas son más dados a este tipo de aprendizaje que otros, realizando movimientos con las manos o gestos singulares para señalar los murales de la pared.</p>	<p>Se realizará un examen de los temas 1 al 4</p> <p>Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.</p>
	Tema 3: Resolución de sistemas	<ol style="list-style-type: none"> 1. Dominar los conceptos y la nomenclatura asociados a los sistemas de ecuaciones y sus soluciones (compatible, incompatible, determinados, indeterminados...), e interpretar geoméricamente para 2 y 3 incógnitas. 2. Conocer y aplicar el método de Gauss para estudiar y resolver sistemas de ecuaciones lineales. 3. Conocer el teorema de Rouché y la regla de Cramer y utilizarlos para la discusión y resolución de sistemas de ecuaciones. 		
	Tema 4: Geometría. en el espacio	<ol style="list-style-type: none"> 1. Conocer los vectores del espacio tridimensional y sus operaciones, y utilizarlos para la resolución de problemas geométricos. 2. Aplicaciones de los vectores para obtener ecuaciones de la recta y del plano en sus distintas formas 3. Problemas de posiciones relativas de rectas y planos 		<p>Se realizará un examen de los temas 1 al 5</p> <p>Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.</p>
	Tema 5: Producto escalar	<ol style="list-style-type: none"> 1. Definición de producto escalar 2. Aplicaciones del producto escalar: perpendicularidad y ángulo entre vectores 3. Ángulos en el espacio 4. Proyecciones 5. Puntos simétricos 6. Distancias 		
Trimestre de invierno: Nov- Dic	Tema 6: Productos vectorial y mixto	<ol style="list-style-type: none"> 1. Producto vectorial de vectores: definición, interpretación geométrica y expresión analítica. 		

	<p>2. Aplicaciones del producto vectorial: cálculo de bases ortogonales, cálculo del vector director de una recta, áreas de figuras planas en el espacio, distancia entre un punto y una recta....</p> <p>3. Producto mixto de vectores: definición, interpretación geométrica y expresión analítica.</p> <p>4. Aplicaciones del producto mixto: volumen de un paralelepípedo y de un tetraedro, distancia entre dos rectas que se cruzan,...</p>	
Tema 6: Problemas métricos	<p>1. Obtener el ángulo que forman dos rectas, una recta y un plano o dos planos.</p> <p>2. Hallar la distancia entre dos puntos, de un punto a una recta, de un punto a un plano o entre dos rectas que se cruzan.</p> <p>3. Hallar áreas y volúmenes utilizando el producto vectorial o el producto mixto de vectores.</p> <p>4. Resolver problemas métricos variados.</p> <p>5. Obtener analíticamente lugares geométricos.</p> <p>6. Conocer las ecuaciones de algunas superficies tridimensionales descritas como lugares geométricos (esferas, elipsoides, hiperboloides, paraboloides).</p>	<p>Se realizará un examen de los temas 1 al 7</p> <p>Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.</p>
Tema 7: Límites de funciones. Continuidad	<p>1. Dominar el concepto de límite en sus distintas versiones, conociendo su interpretación gráfica y su enunciado preciso.</p> <p>2. Calcular límites de todo tipo.</p> <p>3. Conocer el concepto de continuidad en un punto y los distintos tipos de discontinuidades.</p>	<p>Se realizará un examen individual del tema 8 y después otro examen de los temas 1 al 8.</p> <p>Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.</p>

		4. Conocer el teorema de Bolzano y aplicarlo para probar la existencia de raíces de una función.	
Trimestre de Primavera: Enero-Febr	Tema 8: Derivadas. Técnicas de derivación	1. Dominar los conceptos asociados a la derivada de una función: derivada en un punto, derivadas laterales, función derivada... 2. Conocer las reglas de derivación y utilizarlas para hallar la función derivada de otra.	Se realizará un examen de derivadas y posteriormente otro de los temas 1 al 11. Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.
	Tema 9: Aplicaciones de la derivada	1. Hallar la ecuación de la recta tangente a una curva en uno de sus puntos. 2. Conocer las propiedades que permiten estudiar crecimientos, decrecimientos, máximos y mínimos relativos, tipo de curvatura, etc., y saberlas aplicar en casos concretos. 3. Dominar las estrategias necesarias para optimizar una función. 4. Conocer la regla de L'Hôpital y aplicarla al cálculo de límites. 5. Conocer los teoremas de Rolle y del valor medio y aplicarlos a casos concretos.	
	Tema 10 Representación de funciones	1. Conocer el papel que desempeñan las herramientas básicas del análisis (límites, derivadas...) en la representación de funciones y dominar la representación sistemática de funciones polinómicas, racionales, trigonométricas, con radicales, exponenciales, logarítmicas...	

Trimestre de Primavera: Marzo- Abril	Tema 11: Integrales indefinidas	<ol style="list-style-type: none"> 1. Conocer el concepto de primitiva de una función y obtener primitivas de las funciones elementales. 2. Dominar los métodos básicos para la obtención de primitivas de funciones: sustitución, por partes, racionales. 		
	Tema 12: Integral definida. Aplicaciones	<ol style="list-style-type: none"> 1. Conocer el concepto, la terminología, las propiedades y la interpretación geométrica de la integral definida. 2. Comprender el teorema fundamental del cálculo y su importancia para relacionar el área bajo una curva con una primitiva de la función correspondiente. 3. Conocer y aplicar la regla de Barrow para el cálculo de áreas. 4. Conocer y aplicar la fórmula para hallar el volumen de un cuerpo de revolución. 5. Utilizar el cálculo integral para hallar áreas o volúmenes de figuras o cuerpos conocidos a partir de sus dimensiones, o bien para deducir las fórmulas correspondientes. 		Se realizará un examen de integrales y posteriormente otro de los temas 1 al 13. Se realizarán ejercicios en clase y en casa del libro y de fichas que entregará la profesora.
Trimestre de verano Mayo- Junio	Repaso de todo el temario	Afianzar los conocimientos adquiridos y reforzar los que resultan más complicados.		Se realizarán exámenes de selectividad de otros años.

Scheme of work and Assessment (Secondary) 2023-24 [Contents](#)

Subject: Historia del Arte	Year group: 13	Teacher: M. Galiana
No. of lessons per week: 3	Date: 2023-24	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Aprox. 1 o 2 unidades al mes			Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinesthetic:	
Septiembre	El Renacimiento italiano. El Manierismo.	El Renacimiento El Quattrocento El Cinquecento Miguel Ángel El Manierismo	<p>En las unidades 11-20 los alumnos deberán crear unas fichas de comentario de las diferentes obras señaladas por el profesor y exponerlas en clase con una presentación.</p> <p>Santa María San Lorenzo Rucellai Puertas del baptisterio David Anunciación Nacimiento de Venus La primavera San Pietro in Montorio Villa Rotonda Virgen de las rocas</p>	<p>En cada unidad se realizará una serie de comentarios de obras de Arte, tanto de aquellos que aparecen en el libro de texto, como de otros indicados por el profesor. Unos comentarios serán realizados por el profesor y otros por los propios alumnos.</p> <p>A ellos se debe añadir la realización de esquemas o resolución de preguntas sobre los videos o imágenes que vayan apareciendo a lo largo de la explicación.</p> <p>En cada una de las unidades pueden tratarse aspectos de los temas de investigación (individuales o de grupo) que deben realizar los alumnos para el final del trimestre.</p> <p>Al final de cada unidad par se realiza un examen escrito, siendo en todo momento un examen del mismo formato que aquellos de la prueba de Selectividad y contando siempre con evaluación continua.</p>

			Gioconda Escuela de Atenas Cúpula de San Pedro David Piedad Juicio final Lavatorio	Para completar la evaluación se realizará un trabajo de investigación trimestral.
Septiembre- Octubre	12. El renacimiento europeo	Arquitectura Escultura Pintura	El jardín de las delicias	Sistema de evaluación descrito en la unidad 1. Examen temas 1-12 Presentación de los trabajos individuales: renacimiento-barroco
Octubre-Nov embre	13. El renacimiento en España	Arquitectura Escultura Pintura	El Escorial Santo Entierro Sacrificio de Isaac El entierro del conde de Orgaz	Sistema de evaluación descrito en la unidad 1
Noviembre	14. Arte barroco en Italia	Arquitectura Escultura Pintura	San Carlos de la Cuatro Fuentes Plaza de San Pedro Apolo y Dafne Baldaquino Éxtasis de Santa Teresa Entierro de Cristo Conversión de San Pablo Muerte de la Virgen	Sistema de evaluación descrito en la unidad 1. Examen temas 1-14
Noviembre-Di ciembre	15. Arte barroco en Europa	Arquitectura Escultura Pintura	Las tres Gracias Lección de anatomía La ronda de noche Vista de Delft	Sistema de evaluación descrito en la unidad 1. Conocer el patrimonio: salida a Málaga

Enero	16. Arte barroco en España	Arquitectura Escultura Pintura	Obradoiro Piedad Inmaculada Joven mendigo Rendición de Breda Las hilanderas Las Meninas	Sistema de evaluación descrito en la unidad 1 Examen temas 1-16
Enero-Febrero	17. Rococó y Neoclasicismo	Una frontera entre dos épocas Arquitectura Escultura Pintura Goya	Museo del Prado Eros y Psique Paulina Bonaparte El juramento de los Horacios Familia de Carlos IV Maja desnuda Saturno devorando a sus hijos Fusilamientos del 3 de mayo	Sistema de evaluación descrito en la unidad 1
Febrero	18. El arte en la segunda mitad del siglo XIX	Un nuevo lenguaje artístico Arquitectura e ingeniería Escultura Pintura	Torre Eiffel Puertas del infierno El beso El pensador La libertad guiando al pueblo Impresión, amanecer Los jugadores de cartas Noche estrellada	Sistema de evaluación descrito en la unidad 1 Examen temas 1-18 Presentación de los trabajos individuales: Velázquez
Marzo	19. El arte del siglo XIX en España	Arquitectura Pintura Escultura	Casa Batlló La Pedrera	Sistema de evaluación descrito en la unidad 1 Patrimonio andaluz: salida a Granada (Museo Memoria de Andalucía)
Marzo-Abril	20. El arte del siglo XX	Arquitectura Urbanismo Escultura Las vanguardias: los ismos	Bauhaus Villa Saboya Casa de la cascada El profeta El grito	Sistema de evaluación descrito en la unidad 1 Examen temas 1-20

		Nuevas tendencias y otras corrientes	Las señoritas de Avignon Guernica Fuente Lata de sopa Campbell	Presentación del último trabajo de investigación. Artista español del siglo XIX-XX
Mayo-junio	Revisión temas 1-12	Repaso de las unidades 1 a 20 tanto a nivel teórico como práctico	Revisión de todas las obras comentadas durante el curso	Prácticas de examen de Selectividad



Scheme of work and Assessment (Secondary) 2023-24 [Contents](#)

Subject: Biology	Year group: 13	Teacher: Ana Trout
No. of lessons per week: 5	Date: 2023-24	
Pearson Edexcel International Advanced Subsidiary and Advanced Level Biology (2018)	Specification link - click here	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept- Oct	Topic 5 Energy Flow, Ecosystems and the Environment	5.1 understand the overall reaction of photosynthesis as requiring energy from light to split apart the strong bonds in water molecules, storing the hydrogen in a fuel (glucose) by combining it with carbon dioxide and releasing oxygen into the atmosphere 5.2 understand how photophosphorylation of ADP requires energy and that hydrolysis of ATP provides an immediate supply of energy for biological processes 5.3 understand the light-dependent reactions of photosynthesis, including how light energy is trapped by exciting electrons in chlorophyll and the role of these electrons in generating ATP, reducing NADP in cyclic and non-cyclic photophosphorylation and producing oxygen through photolysis of water 5.4 (i) understand the light-independent reactions as reduction of carbon dioxide using the products of the light-dependent reactions (carbon fixation in the Calvin cycle, the role of GP, GALP, RuBP and RUBISCO) (ii) know that the products are simple sugars that are used by plants, animals and other organisms in respiration and the synthesis of new biological molecules (polysaccharides, amino acids, proteins, lipids and nucleic acids) 5.5 understand the structure of chloroplasts in relation to their role in photosynthesis 5.6 understand what is meant by the terms absorption spectrum and action spectrum 5.7 understand that chloroplast pigments can be separated using chromatography	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic 5.8 CORE PRACTICAL 10 Investigate the effects of light intensity, light wavelength, temperature and availability of carbon dioxide on the rate of photosynthesis using a suitable aquatic plant. 5.14 CORE PRACTICAL 11 Carry out a study of the ecology of a habitat, such as using quadrats and transects to determine the	Unit 4: Energy, Environment, Microbiology and Immunity IA2 Externally assessed Written examination: 1 hour and 45 minutes Availability: January, June and October First assessment: January 2020 90 marks

		<p>and the pigments identified using Rf values 5.8 CORE PRACTICAL 10 Investigate the effects of light intensity, light wavelength, temperature and availability of carbon dioxide on the rate of photosynthesis using a suitable aquatic plant. 5.9 (i) understand the relationship between gross primary productivity (GPP), net primary productivity (NPP) and plant respiration (R) (ii) be able to calculate net primary productivity 5.10 know how to calculate the efficiency of biomass and energy transfers between trophic levels 5.11 understand what is meant by the terms population, community, habitat and ecosystem 5.12 understand that the numbers and distribution of organisms in a habitat are controlled by biotic and abiotic factors 5.13 understand how the concept of niche accounts for the distribution and abundance of organisms in a habitat</p>	<p>distribution and abundance of organisms, and measuring abiotic factors appropriate to the habitat.</p> <p>5.22 CORE PRACTICAL 12 Investigate the effects of temperature on the development of organisms (such as seedling growth rate or brine shrimp hatch rates), taking into account the ethical use of organisms.</p>	
		<p>5.15 understand the stages of succession from colonisation to the formation of a climax community 5.16 understand the different types of evidence for climate change and its causes, including records of carbon dioxide levels, temperature records, pollen in peat bogs and dendrochronology, recognising correlations and causal relationships 5.17 understand the causes of anthropogenic climate change, including the role of greenhouse gases in the greenhouse effect 5.18 understand how knowledge of the carbon cycle can be applied to methods to reduce atmospheric levels of carbon dioxide 5.19 (i) understand that data can be extrapolated to make predictions and that these are used in models of future climate change (ii) understand that models for climate change have limitations 5.20 understand the effects of climate change (changing rainfall patterns and changes in seasonal cycles) on plants and animals (distribution of species, development and lifecycles) 5.21 understand the effect of temperature on the rate of enzyme activity and its impact on plants, animals and microorganisms, to include Q10</p>		

		<p>5.23 understand how evolution (a change in allele frequency) can come about through gene mutation and natural selection</p> <p>5.24 understand how isolation reduces gene flow between populations, leading to allopatric or sympatric speciation</p> <p>5.25 understand the way in which scientific conclusions about controversial issues, such as what actions should be taken to reduce climate change, or the degree to which humans are affecting climate change, can sometimes depend on who is reaching the conclusions</p> <p>5.26 understand how reforestation and the use of sustainable resources, including biofuels, are examples of the effective management of the conflict between human needs and conservation</p>		
	<p>Topic 6 - Microbiology, Immunity and Forensics</p>	<p>6.1 understand the principles and techniques involved in culturing microorganisms, using aseptic technique</p> <p>6.2 understand the different methods of measuring the growth of microorganisms, as illustrated by cell counts, dilution plating, mass and optical methods (turbidity)</p> <p>6.3 understand the different phases of a bacterial growth curve (lag phase, exponential phase, stationary phase and death phase) and be able to calculate exponential growth rate constants</p> <p>6.4 CORE PRACTICAL 13 Investigate the rate of growth of microorganisms in a liquid culture, taking into account the safe and ethical use of organisms.</p> <p>6.5 (i) be able to compare the structure of bacteria and viruses (nucleic acid, capsid structure and envelope) with reference to Ebola virus, tobacco mosaic virus (TMV), human immunodeficiency virus (HIV) and lambda phage (λ phage) (ii) understand what is meant by the terms lytic and latency</p> <p>6.6 understand how Mycobacterium tuberculosis and human immunodeficiency virus (HIV) infect human cells, causing symptoms that may result in death</p> <p>6.7 (i) know the major routes pathogens may take when entering the body (ii) understand the role of barriers in protecting the body from infection, including skin, stomach acid, and gut and skin flora</p> <p>6.8 understand the non-specific responses of the body to infection, including inflammation, lysozyme action, interferon and phagocytosis</p> <p>6.9</p>	<p>6.4 CORE PRACTICAL 13 Investigate the rate of growth of microorganisms in a liquid culture, taking into account the safe and ethical use of organisms</p> <p>6.14 CORE PRACTICAL 14 Investigate the effect of different antibiotics on bacteria.</p>	<p>Unit 6: Practical Skills in Biology II IA2</p> <p>Externally assessed Written examination: 1 hour and 20 minutes</p> <p>Availability: January, June and October</p> <p>First assessment: June 2020 50 marks</p>

	<p>understand the roles of antigens and antibodies in the body's immune response including the involvement of plasma cells, macrophages and antigen-presenting cells 6.10 understand the differences between the roles of B cells (B memory and B effector cells), and T cells (T helper, T killer and T memory cells) in the host's immune response 6.11 understand how individuals may develop immunity (natural, artificial, active and passive) 6.12 understand how the theory of an 'evolutionary race' between pathogens and their hosts is supported by evasion mechanisms shown by pathogens 6.13 understand the difference between bacteriostatic and bactericidal antibiotics</p>		
	<p>6.15 know how an understanding of the contributory causes of hospital-acquired infections has led to codes of practice regarding antibiotic prescription and hospital practice that relate to infection prevention and control Pearson Edexcel International Advanced Subsidiary/Advanced Level in Biology - Specification - Issue 1 - September 2017 © Pearson Education Limited 2017 32 6.16 know the role of microorganisms in the decomposition of organic matter and the recycling of carbon 6.17 know how DNA can be amplified using the polymerase chain reaction (PCR) 6.18 know how gel electrophoresis can be used to separate DNA fragments of different length 6.19 understand how DNA profiling is used for identification and determining genetic relationships between organisms (plants and animals) 6.20 understand how to determine the time of death of a mammal by examining the extent of decomposition, stage of succession, forensic entomology, body temperature and degree of muscle contraction</p>		
Topic 7 - Respiration, Muscles and the Internal Environment	<p>7.1 (i) understand the overall reaction of aerobic respiration as splitting of the respiratory substrate to release carbon dioxide as a waste product and reuniting hydrogen with atmospheric oxygen with the release of large amounts of energy (ii) understand that respiration is a many-stepped process, with each step controlled and catalysed by a specific intracellular enzyme Names of specific enzymes are not required. 7.2 understand the roles of glycolysis in</p>	<p>7.7 CORE PRACTICAL 15 Use an artificial hydrogen carrier (redox indicator) to investigate respiration in yeast.</p>	

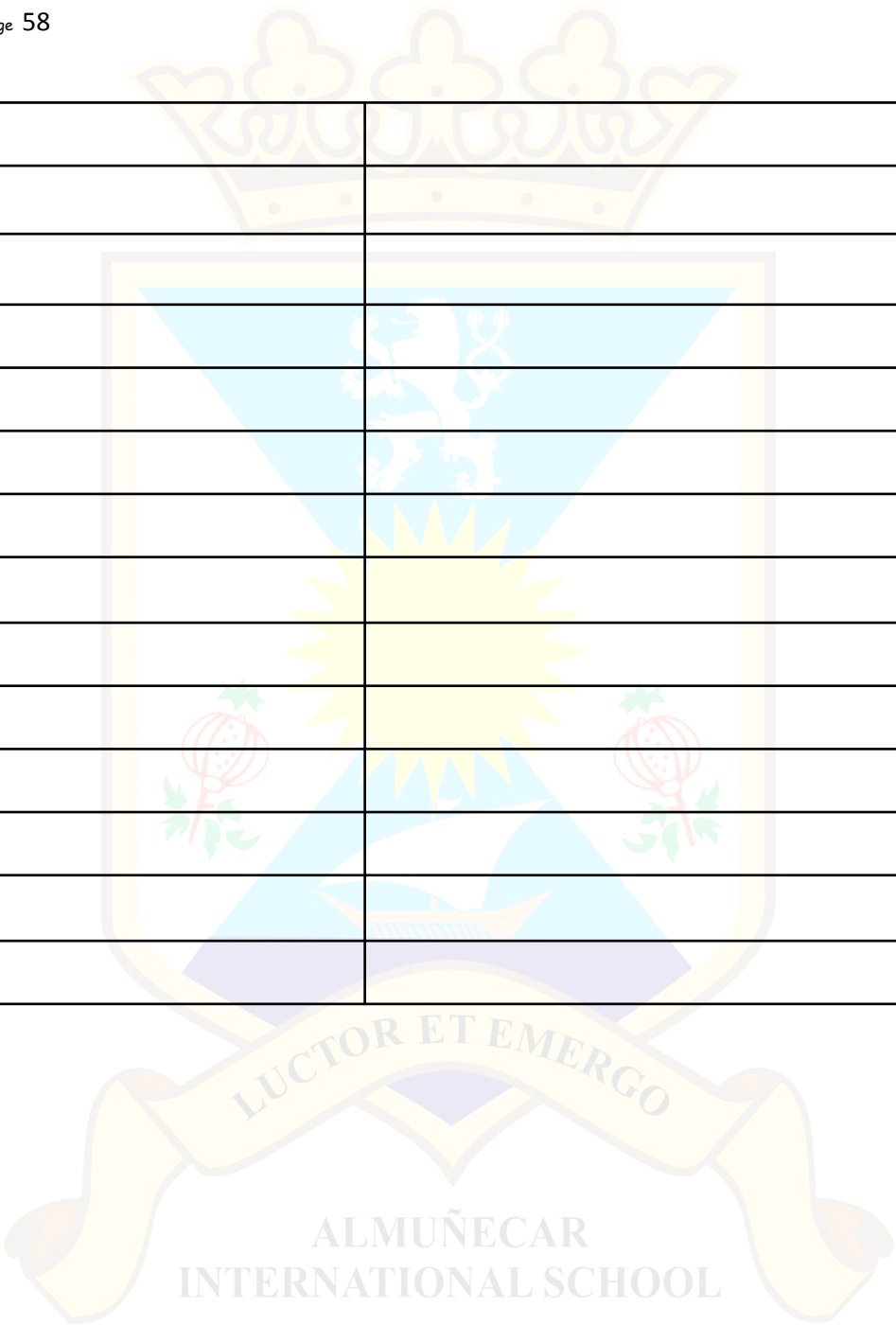
	<p>aerobic and anaerobic respiration, including the phosphorylation of hexoses, the production of ATP by substrate level phosphorylation, reduced coenzyme, pyruvate and lactate. Details of intermediate stages and compounds are not required. 7.3 understand the role of the link reaction and the Krebs cycle in the complete oxidation of glucose and formation of carbon dioxide (CO₂) by decarboxylation, ATP by substrate level phosphorylation, reduced NAD and reduced FAD by dehydrogenation (names of other compounds are not required) and that these steps take place in mitochondria, unlike glycolysis which occurs in the cytoplasm. 7.4 understand how ATP is synthesised by oxidative phosphorylation associated with the electron transport chain in mitochondria, including the role of chemiosmosis and ATP synthase. 7.5 understand what happens to lactate after a period of anaerobic respiration in animals. 7.6 understand what is meant by the term respiratory quotient (RQ).</p>	<p>7.8 CORE PRACTICAL 16 Use a simple respirometer to determine the rate of respiration and RQ of a suitable material (such as germinating seeds or small invertebrates).</p>	
	<p>7.9 know the way in which muscles, tendons, the skeleton and ligaments interact to enable movement, including antagonistic muscle pairs, extensors and flexors. 7.10 (i) know the structure of a mammalian skeletal muscle fibre (ii) understand the structural and physiological differences between fast and slow twitch muscle fibres. 7.11 understand the process of contraction of skeletal muscle in terms of the sliding filament theory, including the role of actin, myosin, troponin, tropomyosin, calcium ions (Ca²⁺), ATP and ATPase. 7.12 (i) know the myogenic nature of cardiac muscle (ii) understand how the normal electrical activity of the heart coordinates the heartbeat, including the roles of the sinoatrial node (SAN), the atrioventricular node (AVN), the bundle of His and the Purkyne fibres (iii) understand how the use of electrocardiograms (ECGs) can aid in the diagnosis of abnormal heart rhythms.</p>		
	<p>7.13 (i) be able to calculate cardiac output (ii) understand how variations in ventilation and cardiac output enable rapid delivery of oxygen to tissues and the removal of carbon dioxide from them,</p>	<p>7.15 CORE PRACTICAL 17 Investigate the effects of exercise on tidal volume,</p>	

		including how the heart rate and ventilation rate are controlled and the roles of the cardiovascular control centre and the ventilation centre in the medulla oblongata 7.14 understand the role of adrenaline in the fight or flight response	breathing rate, respiratory minute ventilation, and oxygen consumption using data from spirometer traces	
		7.16 (i) understand what is meant by the terms negative feedback and positive feedback control (ii) understand the principle of negative feedback in maintaining systems within narrow limits 7.17 understand what is meant by the term homeostasis and its importance in maintaining the body in a state of dynamic equilibrium during exercise, including the role of the hypothalamus in thermoregulation 7.18 know the gross and microscopic structure of the mammalian kidney 7.19 understand how urea is produced in the liver from excess amino acids (details of the ornithine cycle are not required) and how it is removed from the bloodstream by ultrafiltration 7.20 understand how solutes are selectively reabsorbed in the proximal tubule and how the loop of Henle acts as a countercurrent multiplier to increase the reabsorption of water 7.21 understand how the pituitary gland and osmoreceptors in the hypothalamus, combined with the action of antidiuretic hormone (ADH), bring about negative feedback control of mammalian plasma concentration and blood volume 7.22 understand how genes can be switched on and off by DNA transcription factors, including the role of peptide hormones acting extracellularly and steroid hormones acting intracellularly		
	Topic 8 - Coordination, Response and Gene Technology	8.1 know the structure and function of sensory, relay and motor neurones, including Schwann cells and myelination 8.2 understand how the nervous system of organisms can cause effectors to respond to a stimulus 8.3 know the structure and function of a spinal reflex arc, including grey matter and white matter of the spinal cord 8.4 understand how a nerve impulse (action potential) is conducted along an axon, including changes in membrane permeability to sodium and potassium ions 8.5 understand the role of myelination in saltatory conduction 8.6 (i) know the structure	8.12 CORE PRACTICAL 18 Investigate the production of amylase in germinating cereal grains.	

		and function of synapses in nerve impulse transmission, including the role of neurotransmitters and acetylcholine (ii) understand how the pupil dilates and contracts 8.7 understand how the effects of drugs can be caused by their influence on nerve impulse transmission, illustrated by nicotine, lidocaine and cobra venom alpha toxin, the use of L-DOPA in the treatment of Parkinson's disease and the action of MDMA (ecstasy) 8.8 understand how the nervous systems of organisms can detect stimuli with reference to rods in the retina of mammals, the roles of rhodopsin, opsin, retinal, sodium ions, cation channels and hyperpolarisation of rod cells in forming action potentials in the optic neurones 8.9 understand what is meant by the term habituation		
		8.10 know that the mammalian nervous system consists of the central and peripheral nervous systems 8.11 understand how phytochrome, auxin (IAA) and gibberellins bring about responses in plants, including their effects on transcription		
		8.13 understand how coordination in animals is brought about through nervous and hormonal control 8.14 know the location and main functions of the cerebral hemispheres, hypothalamus, pituitary gland, cerebellum and medulla oblongata of the human brain 8.15 understand how magnetic resonance imaging (MRI), functional magnetic resonance imaging (fMRI), positron emission tomography (PET) and computed tomography (CT) are used in medical diagnosis and the investigation of brain structure and function Pearson Edexcel International Advanced Subsidiary/Advanced Level in Biology - Specification - Issue 1 - September 2017 © Pearson Education Limited 2017 38 8.16 understand how imbalances in certain naturally-occurring brain chemicals can contribute to ill health, including dopamine in Parkinson's disease and serotonin in depression, and to the development of new drugs 8.17 know how drugs can be produced using genetically modified organisms (plants, animals and microorganisms) 8.18 understand how recombinant DNA can be produced, including the roles of restriction endonucleases and DNA		

		ligase 8.19 understand how recombinant DNA can be inserted into other cells 8.20 know how microarrays can be used to identify active genes 8.21 understand what is meant by the term bioinformatics 8.22 understand the risks and benefits associated with the use of genetically modified organisms		
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Subject: Media CIE 9607	Year 13	Teacher: Mrs Burrow
No. of lessons per week: 5	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September	Checking on Summer preparation for coursework. Course Outline. Introducing Censorship and Regulation	Textual analysis - Media Language and Representation Audiences and Institutions case studies Coursework blogs	V - use of film, images, prezis A - listening to podcasts, other students and teacher R - articles, textbooks and reviews K - layout through collage, cutting out magazines	Practice papers, final exam and ongoing assessment of blog
October	Media Regulatory Bodies - Individual Case Study. + Coursework: Research and Planning complete	Textual analysis - Media Language and Representation Audiences and Institutions case studies Coursework blogs	V - use of film, images, prezis A - listening to podcasts, other students and teacher R - articles, textbooks and reviews K - layout through collage, cutting out magazines	Practice papers, final exam and ongoing assessment of blog
November	Intro to film	Conventions of short films Filming techniques	V - watching and analysing short film A - listening to director's commentaries R - reading analyses K - storyboarding and creating mind maps	Research material for blog
December	Media topics	Media language	V - watching and analysing clips	Practice papers

		Representation Institutions Audiences	A - discussions and teacher talk R - reading and writing exam papers K - constructing and designing mise-en-scene	
January	Planning coursework	Filming techniques Storyboards Set designs Audio plans	V - prezis and slides presentations A - listening to the rest of the group R - reading each others' work, researching film production K - producing a range of different planning material and organising them	Planning on blogs
February	Filming and production	Mise en scene Camera Sound	V - filming project A - listening to feedback and audio, discussions R - reading and writing evaluative material K - using space in the best way to produce a short film	Film project
March	Filming and production	Mise en scene Camera Sound Editing	V - filming project and editing A - listening to feedback and audio, discussions R - reading and writing evaluative material K - using space in the best way to produce a short film	Film project
April	Media topics	Media in the online age <ul style="list-style-type: none"> • essay writing • analysis • research • case studies 	V - watching different media A - listening to feedback, discussions R - reading exam papers and research material K - mind map, posters and design work	Past papers
May	Media topics	Media and collective identity <ul style="list-style-type: none"> • essay writing • analysis • research • case studies 	V - watching different media A - listening to feedback, discussions R - reading exam papers and research material K - mind map, posters and design work	Past papers
June	Media topics	Post-modern media <ul style="list-style-type: none"> • essay writing • analysis • research 	V - watching different media A - listening to feedback, discussions R - reading exam papers and research material K - mind map, posters and design work	Past papers

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|--|--|--|--|--|
| | | <ul style="list-style-type: none">• case studies | | |
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Subject: English	Year 13	Teacher: Mr Burrow
No. of lessons per week: 5	Date: 2023-24	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Term 1 8 Weeks	Text Analysis	Mode Pragmatics Parts of speech Sentence types Grammar Accent and Dialect	V: powerpoints, videos A: teacher talk, listening to others, reading texts aloud R: Reading a variety of texts, written analyses, K: role play	Paper 3 practise
Term 2 5 weeks	Directed Writing	Identifying details Changing tense Change point of view Sentence structure Creating a voice Structure	V: powerpoints, videos, images, A: teacher talk, listening to others, reading texts aloud R: Reading a variety of texts, creative writing K: role play, picture cards, flash cards	Paper 3 practise
Term 3 7 weeks	Spoken Language and Social Groups	Grammar Accents and dialects Sociolects Idiolects Language Autobiography	V: powerpoints, videos, images, A: teacher talk, listening to others, reading texts aloud R: Reading a variety of texts, written analyses K: role play, picture cards, flash cards	Paper 4 essay practise

Term 4/5 7 weeks	Child Language Acquisition	Stages of development Acquisition of phonemes Developing lexis / semantics Grammar Pragmatics Morphology	V: powerpoints, videos, images, A: teacher talk, listening to others, reading texts aloud R: Reading a variety of texts, written analyses K: role play, picture cards, flash cards, children's toys	Paper 4 essay practise
Term 5/6	Revision		Practise papers	Practise papers



Subject: ELE	Year 13	Teacher: Maria Alvarez
No. of lessons per week: 5	Date:	2023-24

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
	Theme 3 - La inmigración y la sociedad multicultural española Theme 3 is set in the context of Spain only.		Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September-October	<ul style="list-style-type: none"> El impacto positivo de la inmigración en la sociedad española <i>Analizar la inmigración en España desde sus orígenes hasta la situación actual.</i> 	Grammar: Uses of Ser and Estar Direct and indirect object pronouns The passive voice, including passive "se" Comparatives & superlatives; Quantifiers & intensifiers; Skills focus: Reading and responding Summarising a written text in speech.	Reading, listening, speaking and writing exercises; Practising listening tasks	Exercise books End of unit assessments Past Papers (Listening, Reading and Writing)
November-December	<ul style="list-style-type: none"> Los desafíos de la inmigración y la integración en España <i>El impacto de la inmigración en la educación a nivel local; la vivienda de la población inmigrante en España; La</i> 	Grammar: Radical and orthographic changes in verbs Expressions of time Uses of subjunctive to express concession, emotion, possibility/probability or necessity	Reading, listening, speaking and writing exercises; Practising Reading and Speaking tasks	Exercise books End of Unit Assessments Taking AS Unit 1: Spoken Expression and Response in Spanish

	<i>marginación y alienación que sufren los inmigrantes</i>	Skills focus: Reaching a logical conclusion		
January	<ul style="list-style-type: none"> La reacción pública y social a la inmigración <i>Las políticas en materia de inmigración; La opinión pública en relación a la inmigración en España; el futuro impacto de la inmigración en la sociedad española.</i> 	Grammar: Use of the past participle Cardinal and ordinal numbers Subordinating conjunctions (with indicative or subjunctive) Skills focus: Discussing a topic showing links to the target language culture and social context	Reading, listening, speaking and writing exercises; Practising writing tasks improving vocabulary and structure of language Revisions	Exercise books Assessing past papers; Taking AS Unit 1: Listening, Reading and Writing Exam
February	<ul style="list-style-type: none"> La Guerra Civil y el ascenso de Franco <i>Las razones del ascenso de Franco al poder; la victoria de Franco en la Guerra Civil; Las divisiones sociales causadas por la Guerra Civil</i> 	Grammar: The perfect tense A range of tenses in the subjunctive, especially the imperfect Conditional sentences Skills focus: Listening and responding	Reading, listening, speaking and writing exercises; Practising writing tasks improving vocabulary and structure of language Revisions	Exercise books Assessing past papers; Taking AS Unit 2: Listening, Reading and Writing Exam
March	<ul style="list-style-type: none"> La Dictadura Franquista <i>Las condiciones de vida de los distintos colectivos bajo el régimen franquista y como afectaron al pueblo español. El impacto de las restricciones y la censura durante la dictadura de Franco. Las divisiones en la sociedad española bajo la dictadura de Franco.</i> 	Grammar: Adverbs Indefinite adjectives and pronouns Spanish word order Skills focus: Translation into the target language.	Reading, listening, speaking and writing exercises; Practising writing tasks improving vocabulary and structure of language Revisions	Exercise books Assessing past papers; Taking AS Unit 2: Listening, Reading and Writing Exam

April	<ul style="list-style-type: none"> <i>El paso de la dictadura a la democracia</i> <i>Los momentos clave de la transición hacia la Democracia. El papel de Adolfo Suarez en la creación de una democracia liberal en España. Las circunstancias que se dieron en la transición española y el papel del Rey Don Juan Carlos I.</i> 	Grammar: The active and passive voice Impersonal verbs The compound tenses The subjunctive in main clauses	Reading, listening, speaking and writing exercises; Practising writing tasks improving vocabulary and structure of language Revisions	Exercise books Assessing past papers; Taking AS Unit 2: Listening, Reading and Writing Exam
May - June	Literary text / Film film: LA LENGUA DE LAS MARIPOSAS Book: Bodas de Sangre	Grammar: Spanish grammar Skills focus: Analysing the work Evaluating the forms and techniques used in the work Skills focus: Relating the work to key concepts, issues and the social context Writing a critical response	Reading, listening, speaking and writing exercises; Practising writing tasks improving vocabulary and structure of language Revisions	Exercise books Assessing past papers; Taking AS Unit 2: Listening, Reading and Writing Exam

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Subject: Spanish A2	Year 13	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 5	Date:	2023-24

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September/ December	<p>Study of film: "Ocho apellidos Vascos"</p> <p>Unit 3: Oral Presentation and debate on a chosen issue.</p> <p>Topic Area 6 Society in the Spanish Speaking world:</p> <ol style="list-style-type: none"> 1. Migration 2. Equality 3. Politics 4. Customs 	<p>Skills: Preparation for writing the essay based on film "Ocho apellidos vascos" for Unit4 section C.</p> <p>Choice of an issue for debate, research and write a minute presentation for or against the issue.</p> <p>Grammar and structures: Revision of all tenses covered in AS. Articles: omission of definite and indefinite articles Adjectives that change meaning according to position (e.g. antiguo, grande, pobre) Relative adjectives (e.g. cuyo/a/os/as) Use of the subjunctive after subordinating conjunctions (e.g. Para que, con tal de que, a pesar de que, a no ser que etc) Common uses of the subjunctive not previously covered. The perfect infinitive (e.g. Más. vale haber amado y perdido...) · The gerund in continuous tenses other than the present and imperfect Use of the gerund with ir, venir, seguir, llevar More advanced uses of por and para and other prepositions. More advanced relative pronouns (e.g. El que, el cual).</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: ppp for grammar and vocabulary, video clips, photos</p> <p>Auditory: Listening activities.</p> <p>Read/Write: Activities from every unit , Reading and writing tasks from AS papers, and the media</p> <p>Kinaesthetic: Role plays, Presentations, matching cards,</p>	<p>1 A2 Unit 4. Exam Paper: Research, Understanding and Written Response</p> <p>2 Grammar tests</p> <p>3 Writing task practice</p>

January/ March	<p>Study of film: "Ocho apellidos Vascos"</p> <p>Unit 3: Further unpredictable issues.</p> <p>Topic Area 7 Ethics in the Spanish Speaking world:</p> <ol style="list-style-type: none"> 1. Beliefs 2. Law and order 3. Moral issues (euthanasia, adoption, genetic modification) 	<p>Skills: Preparation for writing the essay based on film "Ocho apellidos vascos" for Unit4 section C.</p> <p>Discuss possible unpredictable issues.</p> <p>Grammar and structures: Conjugation of less common irregular verbs (e.g. caber, oír, traer) Spelling changes in verbs (radical and orthographic changes) The pluperfect (había sido) The future perfect (habrá sido) The conditional perfect (habría sido) Reflexive constructions : Non-reflexive verbs used with a reflexive pronoun (e.g. Cortar - cortarse)</p>	<p>Visual: ppp for grammar and vocabulary, video clips, photos Auditory: Listening activities. Read/Write: Activities from every unit , Reading and writing tasks from AS papers, and the media Kinaesthetic: Role plays, Presentations, matching cards,</p>	<p>1 A2 Unit 4. Exam Paper: Research, Understanding and Written Response 2 Grammar tests 3 Writing task practice</p>

April/May	Topic Area 5 Technology in the Spanish Speaking world: <ol style="list-style-type: none"> 1. Scientific advances 2. Technological innovations 3. Impact on life and environment 	Grammar and structures: The perfect subjunctive (<i>haya sido</i>) The pluperfect subjunctive (<i>hubiera/hubiese sido</i>) Adjectives that change their meaning depending whether they are used with <i>ser</i> or <i>estar</i> (e.g. <i>ser vivo</i> , <i>estar vivo</i>) Indirect speech and related tense uses Tenses of the passive voice other than present	Visual: ppp for grammar and vocabulary, video clips, photos Auditory: Listening activities. Read/Write: Activities from every unit, Reading and writing tasks from AS papers, and the media Kinaesthetic: Role plays, Presentations, matching cards,	1 A2 Unit 4. Exam Paper: Research, Understanding and Written Response 2 Grammar tests 3 Writing task practice
	Revision and preparation for Unit 3 and Unit 4 exam		EXTERNAL EXAM: Unit3: Spoken Expression and Response. Unit 4: Research, Understanding and Written Response.	

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Subject: Art	Year 13	Teacher: Adrian Cortadi Rodriguez
No. of lessons per week: 5 A2 Art & Design AQA spec 7242	Date: 2023-24	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects
<u>Sept-Oct</u> <u>Nov</u>	Learn the assessment objectives that students will be graded on. Learn how to develop an idea. How to experiment with an idea. How to use the work of other artists/designers to inspire. How to write about your work and how to be critical in a way that promotes development. Skills for rendering final	<ul style="list-style-type: none"> - Learn about what is expected of an A2 Lvl art student. What the Coursework Book is for and how it should be put together. Initial planning and research into a theme. Photographs and drawings as research tools. The Coursework Book shows planning prep. and understanding for a final work of art. - Inspiration. Research. Experiment. Freedom. - Start to follow a pathway and see where it takes you. - EFIA: <ul style="list-style-type: none"> - Expression - Fluidity - Impasto - Atmosphere - First-Hands Studies from Primary Sources. - 'Secondary' images from research into another culture, artist or artistic movement. Copies of artwork. Analysis of this artwork with particular reference to context (context of relevance to Your Ideas and to the context in 	<p>Visual: Suggested artists: Rembrandt, Chuck Close, Picasso, Warhol, Caravaggio, Lichtenstein, Käthe Kollwitz, Khalo, Kippenberger, Ensor Rego, Klimt, James Rosenquist, Christian Schad, Frank Auerbach, Lucien Freud, Morris Katz, Alex Kayz, Modigliani, Arcimboldo, Matisse, Utamaro, Ydañez.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: Action plan (step by step guide booklet) Five Hundred Self-Portraits. Bell, J (2004) Tate Modern the Handbook. Blazwick, I and Wilson, S (editors) (2000) A History of the 21st Century Art. Blistene, B (2001)</p>	Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.

	artworks successfully.	<p>which the artwork was made). In words and pictures how the work of this artist etc. can help you in your work.</p> <ul style="list-style-type: none"> - Start to apply techniques and processes used to the topic. (EFIA) - Ambitious 'finished' work. - Evidence of continued development of research as in previous weeks. - An Evaluation of the whole project. 	<p>Women Artists and the Surrealist Movement. Chadwick, W (1991)</p> <p>Theories of Modern Art. Chipp, H B (1992)</p> <p>This is Modern Art. Collings, M (2000)</p> <p>The American Scene: Prints from Hopper to Pollock. Coppel, S & Kierkuc-Bielinski, J (2008)</p> <p>key vocabulary: Chiaroscuro, Tone, fragmentation, overlapping, texture, features, modelling, color modulation, flesh tones, negative shapes, composition, form, expression, shape, line, likeness, subjective, objective, drapery, detail, under painting, gesture. Shiny. Rough. Pattern. Scaly. Scratched. Colored. Broken</p> <p>Kinaesthetic: Assessment objectives met. Completed units of work in a Coursework Book, fully evaluated and developed. Final works of art.</p>	
<u>Dec-Jan-Feb</u>	PERSONAL PROJECT DEVELOPMENT	<ul style="list-style-type: none"> - Recap on what is expected of an A2 Level art student. - What the Coursework Book is for and how it should be put together. - Continue planning and research into the personal project topic. Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a 	<p>Visual: Suggested artists: Edward Hopper, Richard Diebenkorn, John Virtue, Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canaletto, Charles Sheeler, Georgia O'Keeffe, LS Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert, Stanley Spencer, Carel Weight, Escher.</p>	<p>Internally assessed and moderated by AQA</p> <p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher,</p>

		<p>final work of art.</p> <ul style="list-style-type: none"> - Working on AO3 (Assessment Objective 3). - Experimenting with styles, techniques and materials - Planning prep. time for AO5. Prep. of supporting studies, sketches. 	<p>Auditory: material and documentary films.</p> <p>Read/Write: Action plan (step by step guide booklet)</p> <p>Expressionism. Elger, D (1998) Women Artists in the 20th and 21st Century. Grosenick, U (2001) Art Now. Grosenick, U (2002) Riemschneider, B Women Artists. Heller, N (2003)</p> <p>key vocabulary: Illumination, Tone, aerial perspective, fragmentation, overlapping, texture, features, perspective, negative shapes, composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction</p> <p>Kinaesthetic: Sketches, paintings, collages, computer aided art photo manipulation.</p>	<p>classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>
<p><u>March-April</u> <u>May-</u></p>	<p>FINAL PIECE AO5 & PERSONAL INVESTIGATION</p> <p>- Component 1 -</p>	<p>Students work on a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no</p>	<p>Visual: Suggested artists: Depending on the final exam chosen question.</p> <p>Action plan step by step</p> <p>Auditory: Depending on topic</p>	<p>EXTERNALLY SET ASSIGNMENT</p>

		<p>more than 3000 words which supports the practical work.</p>	<p>Read/Write: Action plan (step by step guide booklet) <i>The Shock of the New.</i> Hughes, R (1980) <i>Asian Art.</i> Kerrigan, M <i>The Art and Craft of Montage.</i> Larbalesteir, S (1993) <i>The Story of Modern Art.</i> Lynton, N (1980) <i>Pre-Raphaelite Women Artists.</i> Marsh, J and Nunn, P (1998) <i>Basquiat - compact edition.</i> Mayer, M (2010) <i>The Complete Printmaker.</i> Ross, J, Romano, C & Ross, J (1991) <i>Art Source Book.</i> Rowling, N (2003) <i>Animation.</i> Selby, A (2013) <i>Art Today.</i> Smith, E L (1995) <i>Flower Painting.</i> Sydney, C (1986) <i>Stop Motion Animation.</i> Ternan, M (2013) <i>Women in Renaissance Art.</i> Tintagli, P (1997) <i>Land and Environmental Art.</i> Wallis, B (2010)</p> <p>key vocabulary: depending on the exam question Kinaesthetic: depending on the exam paper</p>	
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Subject: Fundamentos del Arte	Year group: 13	Teacher: Manuel Galiana
No. of lessons per week: 4	Date: 2023-24	

Week	Topics/ Learning Objectives/	Activities	Resources	Assessment	Notes
1 - 2 3 - 4	Topic LAS VANGUARDIAS I -Decadencia del historicismo, auge de la vida cotidiana. -Simbolismo. Erotismo. Drogas. -Satanismo: Odilon Redon. -Pre Impresionismo: Cézanne. -El Impresionismo: Monet, Manet, Pissarro, Sisley. -Reino Unido: John Singer Sargent. -Pintura en España: Santiago, Rusinol, Ramón Casas, Anglada Camarasa, Carlos de Haes, Isidro Nonell, Joaquín Sorolla, José Luis Sert. -Los «Nabis», Pierre Bonnard, y los «Fauves» (Matisse). -El arte Naif: Rousseau el aduanero. -Berthe Morisot. Mary Cassatt. -Van Gogh. L.Objectives	-Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos -Análisis formal y estético -Ejercicio expresión oral de detección de influencias -Discusión y análisis de contextos -Extensión "Importante" -Ficha "Comprueba lo aprendido" -Extensión "Reflexiona" -Resumen escrito fin de tema	-Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers -Ordenador -Exámenes anteriores -Quizlet -Moovly -Prezzi -Youtube -Drive -Fichas de memorización visual	Assessment Criteria -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema.	-Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43 -Fichas tangibles de memoria visual -Ejercicios de lecto-escritura insertados en extensiones.

	<ul style="list-style-type: none"> -Identificar los cuadros con temática simbolista diferenciándolos de los de otras temáticas. -Conocer la biografía de Cézanne, su relación con la parte comercial de la creación artística y la influencia en la técnica pictórica posterior. -Describir las claves de la pintura impresionista. -Comparar la diferente temática entre los motivos historicistas y el reflejo de la vida cotidiana en las pinturas de la época. -Relacionar el retrato social en Reino Unido. La obra pictórica de John Singer Sargent. -Analizar la pintura española y su valor en relación a la pintura europea. -Distinguir la técnica pictórica impresionista, de la utilizada por los "Navis" y por los "Fauves". -Comparar la calidad pictórica de las pintoras impresionistas con las obras de los pintores masculinos. Por ejemplo las pintoras Berthe Morisot y Mary Cassatt. -Analizar la técnica pictórica de los pintores "Naif". -Analizar la obra pictórica de Van Gogh. -Debatir acerca de la biografía de Van Gogh y la influencia que tuvo en su pintura. 			Marking Presentación de trabajos (30%) Trabajos en grupo (20%) Exámenes (50 %)	
5-6 7-8	Topic LAS VANGUARDIAS II	-Introducción oral -Proyección digital	-Libro de texto -Documentos digitales	Assessment Criteria	-Atención a la diversidad (Dislexia):

<p>-El cubismo, ruptura de una única visión. Juan Gris, Georges Braque, Pablo Ruíz Picasso.</p> <p>-Las etapas pictóricas de Picasso.</p> <p>-La obra escultórica de Picasso y su relación con Julio González.</p> <p>-El cine como vanguardia.</p> <p>-Música: Impresionismo. Debussy y Ravel.</p> <p>-Música española: Falla, Albéniz, Granados, Salvador Bacarisse.</p> <p>-El cartel publicitario. La obra de Jules Chéret, Alfons Mucha, Leonetto Cappiello.</p> <p>-La estampación japonesa. Técnica del ukiyo-e. Los grandes grabadores japoneses: Kitagawa Utamaro, Utagawa Hiroshige, Katsushika Hokusai.</p> <p>-Influencia de la estampación japonesa en Europa. Vincent Van Gogh. Nacimiento del cómic.</p> <p>-El cartel publicitario y la obra artística de Henri de Toulouse-Lautrec.</p> <p>-La música espiritual negra. El blues. Nacimiento del Jazz.</p> <p>L.Objectives</p> <p>-Analizar el origen teórico y la plasmación en el arte de los planteamientos cubistas.</p> <p>-Comentar la escultura española de la época. La técnica de la soldadura en hierro y su relación con-Picasso y Julio González.</p>	<p>-Lectura de contenidos pdf</p> <p>-Visualización diapositivas</p> <p>-Proyección videos</p> <p>-Análisis formal y estético</p> <p>-Ejercicio expresión oral de detección de influencias</p> <p>-Discusión y análisis de contextos</p> <p>-Extensión "Importante"</p> <p>-Extensión "Curiosidad": Video "De revivals, neos y otros términos históricos"</p> <p>-Extensión "Reflexiona"</p>	<p>-Proyector</p> <p>-Cuadernos anotaciones</p> <p>-Chromebook</p> <p>-Speakers</p> <p>-Ordenador</p> <p>-Exámenes anteriores</p> <p>-Quizlet</p> <p>-Moovly</p> <p>-Prezzi</p> <p>-Youtube</p> <p>-Drive</p> <p>-Fichas de memorización visual</p>	<p>-Asistencia, participación, atención</p> <p>-Realización de ejercicios escritos y exámenes</p> <p>-Calidad de la presentación de los ejercicios</p> <p>-Análisis y valoración de los ejercicios realizados</p> <p>- Conocimiento de los hechos.</p> <p>- Riqueza de vocabulario lingüístico e histórico.</p> <p>- Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal.</p> <p>- Análisis y comprensión de la información de los documentos y su relación con el tema.</p> <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	<p>-Uso de textos adaptados</p> <p>-Tipografía adaptada: Font: Normal text, Verdana, size: 1.43</p> <p>-Fichas tangibles de memoria visual</p> <p>-Ejercicios de lecto-escritura insertados en extensiones.</p>
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<p>-Clasificar la obra pictórica de Picasso en sus etapas más representativas.</p> <p>-Conocer el cine y sus relaciones con las primeras vanguardias artísticas.</p> <p>-Identificar la tipología del cartel publicitario de la época.</p> <p>-Debatir acerca de la calidad artística del cartel publicitario.</p> <p>-Identificar por su tipología las obras en cartel de los más renombrados artistas de su época.</p> <p>Por ejemplo: Jules Chéret, Alfons Mucha, Leonetto Cappiello.</p> <p>-Analizar la técnica japonesa del Ukiyo-e y las principales obras de los-estampadores japoneses: Utamaro, Hiroshige, Hokusai.</p> <p>-Debatir acerca de la influencia del grabado japonés con las creaciones europeas, sobre todo en la obra de Van Gogh y de los dibujantes de la denominada "línea clara", por ejemplo Hergé.</p> <p>-Explicar el cartel y la obra gráfica de Henri de Toulouse-Lautrec.</p> <p>-Analizar las claves de la música impresionista, ya sea francesa como del resto de Europa. Por ejemplo Debussy y Ravel.</p> <p>- Conocer los compositores españoles y sus obras más representativas: Manuel de Falla, Isaac Albéniz, Enrique Granados, Salvador Bacarisse y otros.</p>				
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<p>9-10 11-12</p>	<p>Topic El Surrealismo y otras vanguardias</p> <ul style="list-style-type: none"> - Las teorías de Sigmund Freud. La psicología. - El irracionalismo onírico. El movimiento surrealista. Origen. Principales artistas: Salvador Dalí, Jean Arp, Joan Miró. - El movimiento Dadá. La obra escultórica de Jean Tinguely. - El movimiento neoplasticista holandés De Stijl: arquitectura, pintura y mobiliario. Piet Mondrian, Theo Van Doesburg, Gerrit Thomas Rietveld. - El surrealismo en el cine: "Un perro andaluz", Luis Buñuel y Salvador Dalí, "La edad de oro", Buñuel. - El cine alemán. El expresionismo alemán: "El gabinete del doctor Caligari" (1920), Robert Wiene. - El género de la "Ciencia ficción". Fritz Lang y su película "Metrópolis" (1927). - "El ángel azul" (1930), Josef von Sternberg, Marlene Dietrich. - Los ballets de Sergei Diaghilev y Nijinsky. Escenografías y decorados. Relación con artistas de la época: Picasso, Matisse, Natalia Goncharova. - Música y danza: Igor Stravinsky: "El pájaro de fuego", "Petrushka", "La consagración de la primavera". <p>L.Objectives</p>	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos -Análisis formal y estético -Ejercicio expresión oral de detección de influencias -Discusión y análisis de contextos -Extensión "Importante" -Ficha "Comprueba lo aprendido" -Extensión "Reflexiona" -Resumen escrito fin de tema 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers -Ordenador -Exámenes anteriores -Quizlet -Moovly -Prezzi -Youtube -Drive -Fichas de memorización visual 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema. <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	<ul style="list-style-type: none"> -Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43 -Fichas tangibles de memoria visual -Ejercicios de lecto-escritura insertados en extensiones.
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	<ul style="list-style-type: none"> -Relacionar el descubrimiento de la psicología con las claves plásticas del surrealismo. - Identificar las principales obras y los principales autores surrealistas. - Analizar la importancia histórica de Salvador Dalí y Luis Buñuel. -Explicar la importancia del cine europeo, señalando ejemplos de gran trascendencia posterior como son: "EL gabinete del doctor Caligari", "Metrópolis" "El Ángel Azul" y otros. -Explicar las claves estilísticas en arquitectura, pintura y mobiliario del movimiento "De Stijl". -Debatir acerca del movimiento "Dada" y las obras más importantes de este movimiento artístico. -Reconocer la importancia de los ballets rusos en París y en la historia de la danza contemporánea. 				
13 -14 15-16	Topic Los Felices Años Veinte. El Art Decó. <ul style="list-style-type: none"> - El desarrollo económico del periodo de entreguerras. - El auge del lujo. El arte como producto para la élite. - Notas distintivas de la arquitectura decó. 	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook 	Assessment Criteria <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes 	

<ul style="list-style-type: none"> - Estados Unidos: los grandes edificios. La Escuela de Chicago. New York: Chrysler Building. Empire State Building. - Mobiliario art decó. - Tamara de Lempicka. Pintora. - Escultura: Pablo Gargallo y Constantin Brancusi. - Música: la revista musical. El Folies Bergère. El Moulin Rouge. - Música dodecafónica, serialista y atonal, Arnold Schönberg. - La música norteamericana, Irving Berlin, George Gershwin. - La joyería Decó y los relojes de pulsera. Las empresas Cartier y Patek Philippe. - Moda: la revolución en el mundo de la moda y en el vestido de la mujer, Coco Chanel. <p>L.Objectives</p> <ul style="list-style-type: none"> -Identificar las claves sociales y políticas que se relacionan con el art decó. -Reconocer el estilo art decó en arquitectura, identificando los edificios emblemáticos de este estilo. -Analizar las principales obras y escultores de la época, por ejemplo Pablo Gargallo y Constantin Brancusi. -Debatir acerca de la obra pictórica de Tamara de Lempicka. 	<ul style="list-style-type: none"> -Análisis formal y estético -Ejercicio expresión oral de detección de influencias -Discusión y análisis de contextos -Extensión "Para saber más" Video Viaje a la Luna -Extensión "Curiosidad" -Extensión "Comprueba lo aprendido" -Extensión "Importante" -Ficha "Reflexiona". -Resumen escrito fin de tema 	<ul style="list-style-type: none"> -Speakers -Ordenador -Exámenes anteriores -Quizlet -Moovly -Prezzi -Youtube -Drive -Fichas de memorización visual 	<ul style="list-style-type: none"> -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema. <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	
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	<ul style="list-style-type: none"> -Reconocer la importancia y trascendencia musical del género artístico denominado "La revista musical". -Describir los elementos esenciales en mobiliario y artes aplicadas del estilo art déco. -Analizar la importancia del lujo y su relación con los diseños déco. Las empresas Cartier y Patek Philippe. -Distinguir las claves de la música dodecafónica, por ejemplo la obra musical de Arnold Schönberg. -Evaluar las composiciones musicales de los Estados Unidos, principalmente la obra musical de George Gershwin e Irving Berlin. -Identificar la música popular norteamericana, especialmente la música espiritual negra, el Blues y el Jazz. -Explicar la evolución en el traje femenino y su relación con el posible cambio del papel de la mujer en la sociedad de la época. 				
17-18 19-20	<p>Topic La Gran Depresión y el Arte de su época.</p> <ul style="list-style-type: none"> - El fin de la fiesta. La crisis económica. El Crack bursátil de 1929. Crisis económica mundial. Auge de los totalitarismos. - La fotografía comprometida con los pobres: Dorothea Lange, Walker Evans. 	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios 	<ul style="list-style-type: none"> -Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43

<ul style="list-style-type: none"> - La primera película de animación: "Blancanieves y los siete enanitos" de Walt Disney. - El cómic europeo: "Tintín", Hergé. - El cómic norteamericano. - El primer súper héroe: "Supermán", Jerry Siegel, Joe Shuster. - El héroe triste y solitario: "Batman", Bob Kane, Bill Finger. - El orgullo americano: "Captain America", Joe Simon, Jack Kirby. - Las aventuras espaciales: "Flash Gordon", Alex Raymond. - El exotismo selvático: "Tarzán", Burne Hogarth. - El cine español. Producciones Cifesa. - Ballet: la trayectoria del Ballet de la Ópera de París. Serge Lifar. - Las "Big Bands" americanas: Benny Goodman, Glenn Miller, Duke Ellington, Tommy Dorsey, etc. <p>L.Objectives</p> <ul style="list-style-type: none"> -Comentar la relación entre la situación política europea y su reflejo en el arte. -Analizar el arte social o comprometido. -Debatir acerca de la función social del arte. 	<ul style="list-style-type: none"> -Análisis formal y estético -Ejercicio expresión oral de detección de influencias -Discusión y análisis de contextos -Extensión "Para saber más" -Extensión "Importante" -Ficha "Comprueba lo aprendido". 	<ul style="list-style-type: none"> -Ordenador -Exámenes anteriores -Quizlet -Moovly -Prezzi -Youtube -Drive -Fichas de memorización visual 	<ul style="list-style-type: none"> -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema. <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	<ul style="list-style-type: none"> -Fichas tangibles de memoria visual -Ejercicios de lecto-escritura insertados en extensiones.
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	<ul style="list-style-type: none"> - Analizar la importancia para el mundo del arte de Walt Disney como empresa. -Describir el nacimiento del cómic, ya sea europeo con "Tintín", como el nacimiento de los superhéroes de Estados Unidos. -Explicar la trascendencia posterior en el arte, del cómic de esta época. -Analizar las claves sociológicas del cine español. -Cultura y situación económica de España. La guerra civil. -Comentar la situación del ballet europeo, la influencia de los coreógrafos soviéticos en el Ballet de la Ópera de París. -Reconocer las composiciones musicales de las denominadas "Big Band" americanas por ejemplo la orquesta de Benny Goodman. 				
21-22 23-24	<p>Topic La Segunda Guerra Mundial</p> <ul style="list-style-type: none"> - Fascismo y comunismo. Iconologías asociadas. - Arquitectura fascista y comunista: Berlín y Moscú. - Fascismo. La obra cinematográfica de Leni Riefenstahl: "Olympia", "El triunfo de la voluntad". - Comunismo. El cine de Serguéi Eisenstein: "El acorazado Potemkin" (1925), "Iván el terrible" (1943). - La obra musical de Wagner y el fascismo alemán. 	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos -Análisis formal y estético -Ejercicio expresión oral de detección de influencias 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers -Ordenador -Exámenes anteriores -Quizlet -Moovly 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. 	<ul style="list-style-type: none"> -Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43 -Fichas tangibles de memoria visual -Ejercicios de lecto-escritura insertados en extensiones.

	<ul style="list-style-type: none"> - La relación vital y musical de Dimitri Shostakóvich con el comunismo soviético. El París nocturno: Brassai. - El fotoperiodismo independiente: la agencia Magnum. - La fotografía de guerra: Robert Capa. - La captación del instante: Henri de Cartier-Bresson. - Abstracción escultórica: Henry Moore, Antoine Pevsner y Naum Gabo. - El cartel como propaganda política. El collage. La obra de Josep Renau. - El cine clásico americano y sus estilos: la industria del cine. Hollywood. Las grandes compañías americanas: Warner Brothers, United Artist. Columbia. Metro-Goldwin-Mayer. -La comedia musical: Fred Astaire, Gene Kelly. - La comedia amarga: "To be or not to be", Ernst Lubitsch. "El gran dictador", Charlie Chaplin. - Amor y Guerra: "Casablanca", Michael Curtiz. - El cine de suspense: Alfred Hitchcock. - El cine neorrealista italiano: "Roma, città aperta", Roberto Rossellini. "Ladrón de bicicletas", Vittorio de Sica. <p>L.Objectives</p>	<ul style="list-style-type: none"> -Discusión y análisis de contextos -Extensión "Importante" -Ficha "Reflexiona". -Resumen escrito fin de tema 	<ul style="list-style-type: none"> -Prezzi -Youtube -Drive -Fichas de memorización visual 	<ul style="list-style-type: none"> - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema. <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	
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<p>-Debatir acerca de la importancia de la iconología en la promoción de las corrientes políticas de la época.</p> <p>-Identificar las claves de la arquitectura, especialmente relacionada con las ideologías totalitarias.</p> <p>-Comentar la evolución en la forma escultórica, la ruptura de la forma.</p> <p>-Analizar la obra cinematográfica europea de la época, destacando principalmente la trascendencia de las creaciones de Leni Riefenstahl y Serguéi Eisenstein.</p> <p>-Describir la relación entre la obra musical de Wagner con el fascismo y las composiciones de Dimitri Shostakóvich con el comunismo soviético.</p> <p>-Comentar la tipología fotográfica relacionada con los conflictos bélicos, utilizando, por ejemplo, la obra gráfica de Robert Capa, o los españoles: Agustí Centelles, José María Díaz-Casariago, "Campúa", Venancio Gombau o "Alfonso".</p> <p>-Explicar la técnica de la fotografía nocturna, valorando los condicionantes técnicos. Utilizando como ejemplo la obra gráfica de Brassai entre otros.</p> <p>-Comparar la técnica del collage aplicada a diferentes motivos, por ejemplo entre la obra de Josep Renau y Matisse.</p>				
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	<ul style="list-style-type: none"> -Analizar las claves narrativas y plásticas de la comedia musical norteamericana, utilizando entre otras, la filmografía de Fred Astaire y de Gene Kelly. -Razonar la importancia de los grandes estudios cinematográficos en la historia y desarrollo del cine. -Analizar el "tempo" narrativo del género del suspense. -Explicar las claves de la comedia con planteamientos sociales. -Exponer la relación entre amor y guerra en el cine. - Describir las características formales y argumentales de la comedia, el suspense y el cine neorrealista. 				
25-26 27-28	Topic El Funcionalismo y las Décadas 40-50. <ul style="list-style-type: none"> - La función hace la forma. - Arquitectura: la simplificación ornamental. La geometría y la matemática como mensaje primordial. - La obra de Ludwig Mies van der Rohe. Frank Lloyd Wright, Le Corbusier. - El diseño industrial. La Bauhaus y su influencia posterior. - El funcionalismo orgánico escandinavo: Alvar Aalto. Eero Aarnio, Arne Jacobsen. 	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos -Análisis formal y estético -Ejercicio expresión oral de detección de influencias 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers -Ordenador -Exámenes anteriores -Quizlet 	Assessment Criteria <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. 	<ul style="list-style-type: none"> -Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43 -Fichas tangibles de memoria visual

<ul style="list-style-type: none"> - El mobiliario funcionalista. - Francisco Ibáñez. La editorial Bruguera. - El cómic español: "Mortadelo y Filemón". - Cine: dominio del cine norteamericano. Grandes directores: John Ford, John Houston. - La gran comedia. El alemán Billy Wilder. - El cine español. Los estudios Bronston. - La comedia española: Luis García Berlanga. - Moda: Alta costura. La obra de Cristóbal Balenciaga. El New Look de Christian Dior. - La música neorromántica de Joaquín Rodrigo, "Concierto de Aranjuez". - Danza: Danza contemporánea, las coreografías de Maurice Béjart y Roland Petit. <p>L.Objectives</p> <ul style="list-style-type: none"> -Debatir acerca de los valores plásticos de la arquitectura funcional. -Identificar la tipología del edificio funcional. -Comparar las creaciones de los más relevantes arquitectos de esta corriente creativa. -Relacionar el origen del diseño industrial y la producción en serie. -Comentar la importancia del cómic español. -Debatir acerca de la supremacía comercial de las producciones cinematográficas norteamericanas. Y analizar sus posibles causas. 	<ul style="list-style-type: none"> -Discusión y análisis de contextos -Extensión "Para saber más" Video Viaje a la Luna -Extensión "Curiosidad" -Extensión "Comprueba lo aprendido" -Extensión "Importante" -Ficha "Reflexiona". -Resumen escrito fin de tema 	<ul style="list-style-type: none"> -Moovly -Prezzi -Youtube -Drive -Fichas de memorización visual 	<ul style="list-style-type: none"> - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema. <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	<ul style="list-style-type: none"> -Ejercicios de lecto-escritura insertados en extensiones.
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	<ul style="list-style-type: none"> -Analizar la gran comedia cinematográfica, remarcando la obra del director alemán Billy Wilder. -Analizar las claves de la creación de los estudios Bronston en España. -Relacionar la obra cinematográfica de Luis García Berlanga con la sociedad española de su tiempo. -Explicar las claves de la moda de alta costura, sus condicionantes artísticos y económicos. -Reconocer la música del maestro Rodrigo, especialmente "El concierto de Aranjuez, analizando diferentes versiones de su obra. -Analizar la evolución de las coreografías en el ballet, desde los ballets rusos hasta las nuevas creaciones, por ejemplo de Maurice Béjart y Roland Petit. 				
29-20 31-32	<p>Topic Los Años 60-70.</p> <ul style="list-style-type: none"> -Arquitectura. El estilo internacional. - Arquitectura española: Francisco Javier Sáenz de Oiza, Miguel Fisac. - Expresionismo figurativo y expresionismo abstracto. La pintura hiperrealista. - Expresionismo abstracto: Jackson Pollock, Mark Rothko. - Expresionismo figurativo: Francis Bacon, Lucian Freud. 	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos -Análisis formal y estético -Ejercicio expresión oral de detección de influencias 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers -Ordenador -Exámenes anteriores -Quizlet 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. 	<ul style="list-style-type: none"> -Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43 -Fichas tangibles de memoria visual

<ul style="list-style-type: none"> - Hiperrealismo. David Hockney, Antonio López, Eduardo Naranjo. - La importancia histórica de los grupos españoles de artistas plásticos "El Paso" (1957) y su antecesor "Dau al Set" (1948). - El expresionismo en la escultura española. - Escultores vascos: Jorge Oteiza, Eduardo Chillida, Agustín Ibarrola. - La abstracción geométrica: Pablo Palazuelo, Martín Chirino, Amadeo Gabino. - El movimiento cinético: Eusebio Sempere. - Fotografía: el sensualismo de David Hamilton. La elegancia de Juan Gyenes. - La moda francesa: Yves Saint Laurent. - Música. El sonido estéreo. La música Pop. The Beatles. Los grandes conciertos de masas. La cultura fans. - El jazz alcanza un público de masas: Chet Baker, Miles Davis, Chick Corea. - El auge del flamenco. Paco de Lucía y Camarón de la Isla. - El baile flamenco: Antonio. Carmen Amaya. La compañía de Antonio Gades. - El nuevo cine español. El cine de la transición. Saura, Camus, Picazo, Patino, Erice, Borau, la Escuela de Barcelona. - Cine: el nuevo impulso norteamericano, Francis Ford Coppola. El gran cine japonés: Akira Kurosawa. - Nace la Televisión como fenómeno de comunicación de masas. 	<ul style="list-style-type: none"> -Discusión y análisis de contextos -Extensión "Para saber más" Video Viaje a la Luna -Extensión "Curiosidad" -Extensión "Comprueba lo aprendido" -Extensión "Importante" -Ficha "Reflexiona". -Actividad de lectura -Resumen escrito fin de tema 	<ul style="list-style-type: none"> -Moovly -Prezzi -Youtube -Drive -Fichas de memorización visual 	<ul style="list-style-type: none"> - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema. <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	<ul style="list-style-type: none"> -Ejercicios de lecto-escritura insertados en extensiones.
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- Cómic: éxito internacional de la editorial Marvel.

L.Objectives

-Analizar la evolución en la arquitectura, intentando dilucidar posibles estilos, o evolución desde los edificios anteriores.

-Explicar las claves conceptuales y plásticas del expresionismo figurativo, expresionismo abstracto, pop art, hiperrealismo y arte cinético.

-Reconocer los principales estilos escultóricos españoles, la escultura vasca, la abstracción geométrica y otras posibles.

- Analizar las diferentes visiones de la realidad a través de la fotografía.

-Explicar los avances técnicos en la reproducción del sonido, exponiendo las claves técnicas de la música estereofónica y su evolución hasta la actualidad con el sonido

-Comparar los diferentes movimientos musicales occidentales: pop, rock, jazz, blues, etc.

-Analizar los cambios que se producen en la cinematografía española durante la transición.

-Valorar la importancia para la industria del cine de la obra creativa de Francis Ford Coppola, George Lucas y otros.

-Comparar el cine europeo, norteamericano y oriental.

	<ul style="list-style-type: none"> -Analizar la importancia creciente de la televisión como fenómeno de comunicación y su importancia en el arte. -Comentar la nueva generación de superhéroes del cómic. La editorial "Marvel" y la obra de Stan Lee. -Exponer la importancia de la música flamenca en todo el mundo. -Comentar la evolución en la moda europea de este tiempo. 				
33-34	<p>Topic Los Años 80-90.</p> <ul style="list-style-type: none"> - Arquitectura. El estilo posmoderno. El edificio como espectáculo. - Escultura: el exceso figurativo. La obra de Fernando Botero y Alberto Giacometti. - La música como acción política de masas. Live Aid. - Eclósion de la moda como fenómeno de masas. Las supermodelos sustituyen a las actrices en el ideal de belleza colectivo. - Los grandes diseñadores. La industria del prêt à porter. El mundo de los complementos. El diseñador como estrella mediática: Alexander McQueen, Valentino, Chanel (Lagerfeld), Dior (John Galliano), Armani, Versace, Calvin Klein, Tom Ford, Carolina Herrera. 	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos -Análisis formal y estético -Ejercicio expresión oral de detección de influencias -Discusión y análisis de contextos -Extensión "Importante" -Extensión "Curiosidad": 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers -Ordenador -Exámenes anteriores -Quizlet -Moovly -Prezzi -Youtube -Drive 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. 	<ul style="list-style-type: none"> -Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43 -Fichas tangibles de memoria visual -Ejercicios de lecto-escritura insertados en extensiones.

<ul style="list-style-type: none"> - El desfile de modas como espectáculo multimedia. - Baile: Michael Jackson. - Danza española: Las compañías de Sara Baras y Joaquín Cortés. - Cine español. El despegue internacional: José Luis García. Fernando Trueba. Fernando Fernán Gómez. Pedro Almodóvar. Alejandro Amenábar. - Directoras españolas, nuevas miradas de la realidad: Pilar Miró, Iciar Bollaín, Josefina Molina. - Fotografía en España: Cristina García-Rodero, Alberto García Álix. - Televisión: aparición del color. Retransmisiones en directo: olimpiadas, fútbol, conciertos, guerras. - El cine de animación, los estudios Pixar, estreno de "Toy Story". <p>L.Objectives</p> <ul style="list-style-type: none"> -Analizar la evolución de la arquitectura desde la uniformidad racionalista al barroquismo personalista del creador. -Comentar la evolución escultórica en occidente -Analizar el fenómeno social que supone la música en vivo retransmitida a través de la televisión. 	<p>-Extensión "Reflexiona"</p>	<p>-Fichas de memorización visual</p>	<p>- Análisis y comprensión de la información de los documentos y su relación con el tema.</p> <p>Marking</p> <p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	
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	<ul style="list-style-type: none">-Debatir acerca del ideal de belleza relacionándolo con el éxito mediático y social de las "supermodelos".-Comparar las creaciones en el mundo de la moda de los diseñadores más relevantes.-Analizar el cambio filosófico que supone asumir el nuevo rol del artista como fenómeno mutante, la actividad metamórfica de Michael Jackson y Madonna.-Exponer la importancia de las compañías musicales españolas en todo el mundo, destacando especialmente la difusión de las compañías flamencas.-Reconocer las principales obras cinematográficas de los creadores españoles, valorando el éxito internacional de todos ellos.-Valorar la irrupción de las directoras españolas en el panorama cinematográfico español e internacional, analizando su obra artística: Pilar Miró, Iciar Bollaín, Josefina Molina, etc.-Explicar la evolución técnica y escenográfica del paso de la televisión en blanco y negro a la televisión en color.-Analizar la realidad social española a través de la mirada fotográfica de Cristina García Roderó y Alberto García-Alix.-Comentar la evolución del cine de animación.				
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35-36	<p>Topic Los años 2000-2013</p> <ul style="list-style-type: none"> - El ecologismo y el arte. - El islamismo radical. La destrucción de las imágenes religiosas. - El internacionalismo universal. Internet. - Arquitectura: Barroquismo: Frank Gehry, espectacularidad y polémica: Santiago Calatrava. - El concepto "High Tech". La obra de Norman Foster. - La obra de Zaha Hadid. - La tecnología digital: cine, televisión, fotografía y música. - Música y baile: nuevas tendencias: Hip hop, dance. - Nuevos canales de promoción artística: YouTube. - Cine en español: el éxito internacional de Guillermo del Toro con "El laberinto del fauno". - La internacionalización del cine español: Juan Antonio Bayona, Rodrigo Cortés. - El género documental en el cine. - Televisión: las series de TV, equiparables en popularidad y audiencia al cine. 	<ul style="list-style-type: none"> -Introducción oral -Proyección digital -Lectura de contenidos pdf -Visualización diapositivas -Proyección videos -Análisis formal y estético -Ejercicio expresión oral de detección de influencias -Discusión y análisis de contextos -Extensión "Importante" -Ficha "Comprueba lo aprendido" -Extensión "Reflexiona" -Resumen escrito fin de tema 	<ul style="list-style-type: none"> -Libro de texto -Documentos digitales -Proyector -Cuadernos anotaciones -Chromebook -Speakers -Ordenador -Exámenes anteriores -Quizlet -Moovly -Prezzi -Youtube -Drive -Fichas de memorización visual 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> -Asistencia, participación, atención -Realización de ejercicios escritos y exámenes -Calidad de la presentación de los ejercicios -Análisis y valoración de los ejercicios realizados - Conocimiento de los hechos. - Riqueza de vocabulario lingüístico e histórico. - Claridad de conceptos: exposición ordenada y correcta ubicación espacial y temporal. - Análisis y comprensión de la información de los documentos y su relación con el tema. <p>Marking</p>	<ul style="list-style-type: none"> -Atención a la diversidad (Dislexia): -Uso de textos adaptados -Tipografía adaptada: Font: Normal text, Verdana, size: 1.43 -Fichas tangibles de memoria visual -Ejercicios de lecto-escritura insertados en extensiones.

	<p>- Técnicas de la producción audiovisual. Integración multimedia.</p> <p>L.Objectives</p> <p>-Analizar la importancia del ecologismo y de la creación artística relacionada con esta filosofía.</p> <p>-Debatir acerca del islamismo radical y de la iconoclastia a través de la historia del arte.</p> <p>-Identificar los edificios más relevantes de la década, ya sea en España o en el resto del mundo.</p> <p>-Comparar la obra arquitectónica de Zaha Hadid con la del resto de arquitectos contemporáneos.</p> <p>-Explicar la importancia de internet en la creación artística.</p> <p>-Identificar nuevas formas de danza, tales como el "Hip Hop" y el "Dance".</p> <p>-Analizar la obra cinematográfica española reciente, referenciando, por ejemplo, los trabajos de Juan Antonio Bayona, Jaume Balagueró y otros posibles.</p> <p>-Conocer las características propias del género documental en el cine.</p> <p>-Explicar la estructura narrativa de las series de ficción para televisión en oposición al sistema narrativo del cine.</p>			<p>Presentación de trabajos (30%)</p> <p>Trabajos en grupo (20%)</p> <p>Exámenes (50 %)</p>	
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37-38	Resumen - Repaso - Examen				



Contents

Subject: Geography (Syllabus 9696)	Year: 13	Teachers: Sherri WilMo
No. of lessons per week: 5	Date:	2023-24

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc. Cambridge Exam Board
Topic 11: Production, Location, Change				
Sept	11.1: Agricultural systems and food production 11.2: The management of agricultural change	Learners should know the factors (physical, social, economic and political) affecting agricultural land use and practices on farms, including: the roles of irrigation, land tenure, the nature of demand and distance from markets and agricultural technology Learners should be able to explain the concept of an agricultural system with inputs, throughputs, subsystems and output Learners should be able to explain intensive and extensive production and agricultural productivity and the associated issues	Visual: Recognising (and sketching) key graphs and their impact and factors on agricultural systems and agricultural production. Using a variety of image-based resources including maps, tables and graphs. Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues. Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues.	Continuous teacher / self and peer assessment of written work and discussions. Past Paper Qs. Mock exams - Dec Final Exam - May

		Learners need to know a case study of the need for, and some difficulties in, the management of agricultural change in one country, at the local scale (the farm, holding or producer) and at the national scale, and be able to evaluate the attempted solutions	Kinaesthetic: Apply understanding to draw diagrams of processes studied.	
Oct	<p>11.3: Manufacturing and related service industry</p> <p>11.4: The management of change in manufacturing industry</p>		<p>Visual: Recognising (and sketching) key graphs and factors impacting manufacturing and service industry. Using a variety of image-based resources including maps, tables and graphs.</p> <p>Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues.</p> <p>Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues</p> <p>Kinaesthetic: Apply understanding to draw diagrams of processes studied.</p>	

Topic 12: Environmental Management				
Nov	<p>12.1: Sustainable energy supplies</p> <p>12.2: The management of energy supply</p>		<p>Visual: Recognising (and sketching) key graphs and factors impacting supply and management of energy supply. Using a variety of image-based resources including maps, tables and graphs.</p> <p>Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues.</p> <p>Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues</p> <p>Kinaesthetic: Apply understanding to draw diagrams of processes studied.</p>	
Dec	12.3: Environmental		<p>Visual: Recognising (and sketching) key graphs and factors impacting the environment. Using a variety of</p>	

	<p>degradation</p> <p>12.4: The management of a degraded environment</p>	<p>image-based resources including maps, tables and graphs.</p> <p>Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues.</p> <p>Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues</p> <p>Kinaesthetic: Apply understanding to draw diagrams of processes studied.</p>	
Topic 7: Tropical Environments			
Jan	<p>General Introduction</p> <p>7.1: Tropical climates</p> <p>7.2: Landforms of tropical environments</p>	<p>Visual: Recognising (and sketching) key graphs and factors impacting the landforms and tropical environments. Using a variety of image-based resources including maps, tables and graphs.</p> <p>Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues.</p> <p>Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research</p>	

			<p>to support practices. Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues</p> <p>Kinaesthetic: Apply understanding to draw diagrams of processes studied.</p>	
Feb	<p>7.3: Humid tropical (rainforest) ecosystems and seasonally humid tropical (savanna) ecosystems</p> <p>7.4: Sustainable management of tropical ecosystems</p>	<p>Learners should appreciate the concepts of plant communities, including: development of climax, subclimax and plagioclimax</p> <p>Learners should be able to recognise vegetation characteristics</p> <p>Learners should be able to explain nutrient cycling, including: Gersmehl diagrams, soil fertility, energy flows and trophic levels</p> <p>Learners should be able to explain soil formation, including: soil forming processes, soil types and profile</p>	<p>Visual: Recognising (and sketching) key graphs and factors impacting the ecosystems and the management. Using a variety of image-based resources including maps, tables and graphs.</p> <p>Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues.</p> <p>Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short</p>	

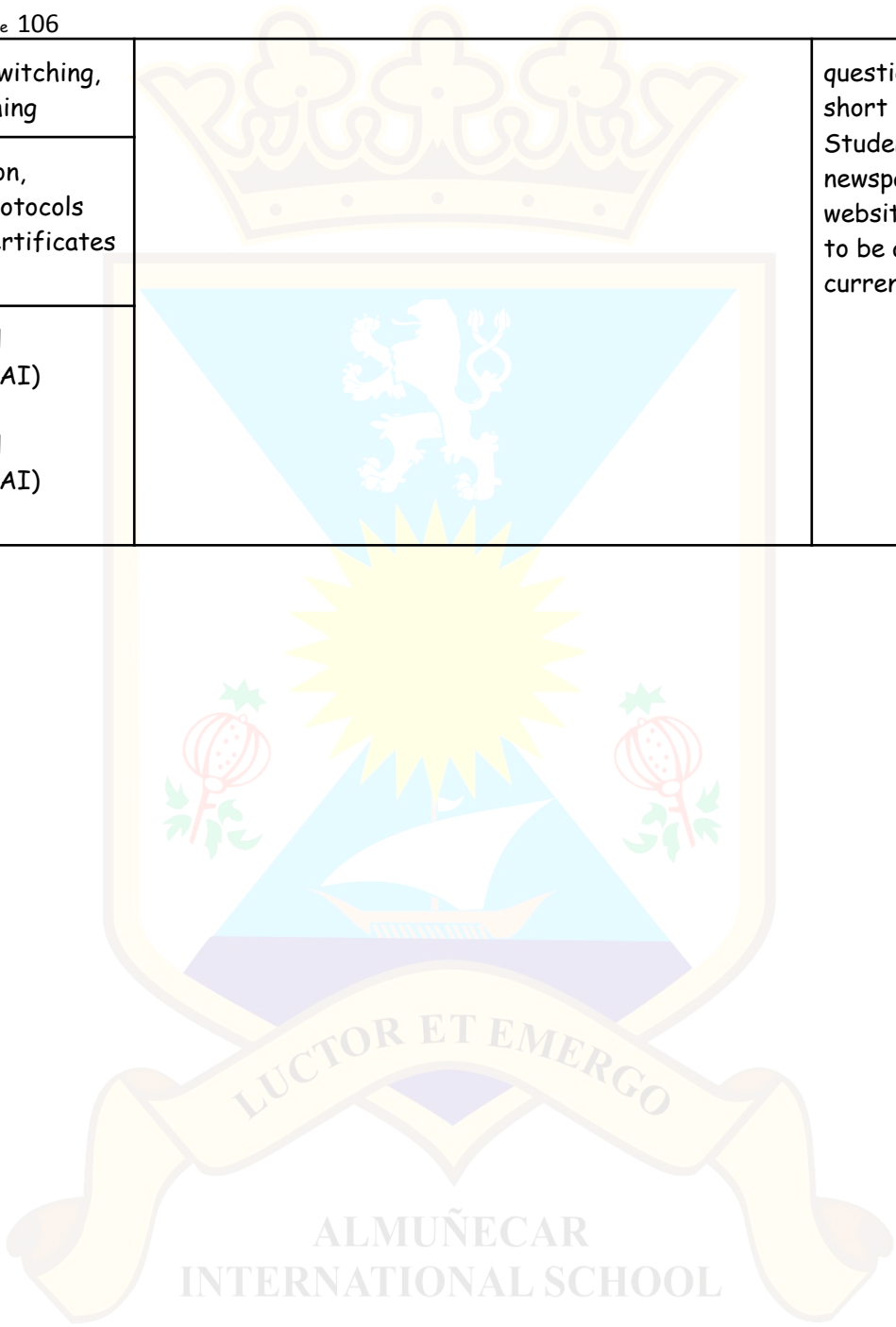
		characteristics (oxisols/latosols, tropical red and brown earths)	presentations. Student's use of newspapers / new websites to be aware of current issues Kinaesthetic: Apply understanding to draw diagrams of processes studied.	
Topic 8: Coastal Environments				
Mar	8.1: Coastal processes 8.2: Characteristics and formation of coastal landforms	<p>Learners should be able to explain wave generation and characteristics: fetch, energy, refraction, breaking waves, high and low energy waves, swash and backwash</p> <p>Learners should understand marine erosion: hydraulic action, cavitation, corrosion/abrasion, solution and attrition</p> <p>Learners should be able to explain sub-aerial processes: weathering and mass movement</p> <p>Learners should be able to explain marine transportation and deposition: sediment sources and characteristics, sediment cells and longshore drift</p>	<p>Visual: Recognising (and sketching) key graphs and factors impacting the formation of coastal processes and landforms. Using a variety of image-based resources including maps, tables and graphs.</p> <p>Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues.</p> <p>Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues</p> <p>Kinaesthetic: Apply understanding to draw diagrams of processes studied.</p>	

		<p>Learners should be able to explain the formation of erosional landforms: cliffs and wave-cut platforms, caves, arches and stacks</p> <p>Learners should be able to explain the formation of depositional landforms: beaches in cross section (profile) and plan, swash and drift aligned beaches, simple and compound spits, tombolos, offshore bars, barrier beaches, coastal dunes, tidal sedimentation in estuaries, coastal salt marshes and mangroves</p> <p>Learners should understand the role of sea level change in the formation of coastal landforms</p>		
Apr	<p>8.3: Coral reefs</p> <p>8.4: Sustainable management of coasts</p>	<p>Learners should know the characteristics, distribution and formation of fringing reefs, barrier reefs and atolls</p> <p>Learners should understand the</p>	<p>Visual: Recognising (and sketching) key graphs and factors impacting the management of coasts. Using a variety of image-based resources including maps, tables and graphs.</p> <p>Auditory: Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues.</p>	

		<p>conditions required for coral growth</p> <p>Learners should recognise the threats to coral reefs (global warming, sea-level rise, pollution, physical damage) and possible management strategies</p> <p>Learners should know a case study of some of the problems of sustainably managing a stretch or stretches of coastline, and be able to evaluate the attempted solutions (including hard engineering and soft engineering)</p>	<p>Read/Write: Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Case Study practices from Geography textbook. Use of a range of resources for research to support practices. Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues</p> <p>Kinaesthetic: Apply understanding to draw diagrams of processes studied.</p>	
May/Jun	Past papers and revision in preparation of May/ June exams	Revision of Year 12 and 13 Geography topics	<p>Visual: Mapping revision topics</p> <p>Auditory: Listening to (and commenting on) each other's topic presentations</p> <p>Read/Write: Past papers and guided topic revision qs</p> <p>Kinaesthetic: Revision areas of room- move between types of question</p>	<p>Test on yr 12 and 13 Geography topics</p> <p>Final A2 level exams for Geography Paper 1,2,3 & 4 will be in May/ June</p>

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Year 13 AS Level Computer Science (CIE 9618)							
Subject: Computer Science						Teacher: P. Reichenbach	
Number of lessons per week: 5						Date: Sept 2023 - June 2024	
Weeks (approx)	Topic (theory)	Curriculum concepts/ skills and competencies	Weeks (approx)	Topic (programming)	Curriculum concepts/ skills and competencies	Teaching & Learning Styles	Assessment Criteria: tests/ projects etc.
1 - 3	Topic 13 - Data Representation	3.1 User-defined data types 13.2 File organisation and access 13.3 Floating-point numbers, representation and manipulation	1 - 12	Topic 19 - Computational thinking and problem solving	19.1 Algorithms (Abstract Data Types) 19.1 Algorithms (performance) 19.2 Recursion	Texts: Hodder Cambridge International AS and A Level Computer Science Cambridge Resources	Continuous teacher / self and peer assessment of written work and discussions. Past Paper questions.
4-7	Topic 15 - Hardware and Virtual Machines	15.1 Processors, Parallel Processing and Virtual Machines 15.2 Boolean Algebra and Logic Circuits	13 - 24	Topic 20 - Further Programming	20.1 Programming Paradigms 20.1 Programming Paradigms (OOP) 20.1 Programming Paradigms (Declarative) 20.2 File Processing and Exception Handling	Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students.	Mock exams - January Final Exam - May
8-10	Topic 16 - System Software	16.1 Purposes of an Operating System (OS) 16.2 Translation Software				Continual use of textbooks and websites to research topics, create notes, answer exam	
11-15	Topic 14 - Communication	14.1 Protocols					

	and internet technologies	14.2 Circuit switching, packet switching		questions, create short presentations. Student's use of newspapers / new websites to be aware of current issues.	
16-20	Topic 17 - Security	17.1 Encryption, Encryption Protocols and Digital certificates			
21-24	Topic 18 - Artificial intelligence	18.1 Artificial Intelligence (AI) (graphs) 18.1 Artificial Intelligence (AI) (applications)			