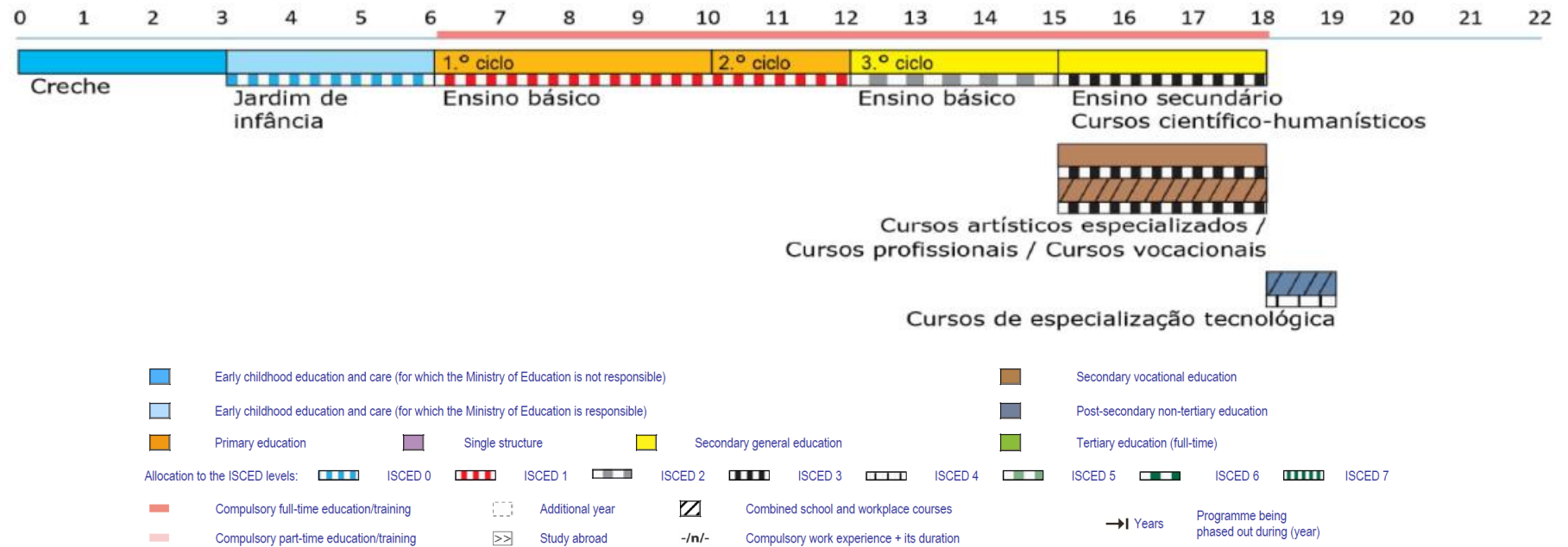




Portugal

Age of students





A

1) Where the curriculum is organized by subjects

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
						x	x	x	x	x	x	x	x	x	x	x	x					

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

2) Where the curriculum is organized by subject areas

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
			x	x	x													

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)



3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
0	0	0	1	1	1	2	2	3	3	10	10	13	13	11	8	8	6	0			

After 6 Religion (EMRC) is optional. Students start learning English after the age of 8.

4) How many hours (per week) the students have

3

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
			25	25	25	26	26	28	28	31	31	35	34	34	38	38	25					

One hours lasts 45 minutes. Each 90 minutes is followed by break time.



5) How many subjects there are

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
						5	5	6	6	11	11	14	14	12	8	8	6	

Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

6) How many hours (per week) are allocated to experimental and laboratory work

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
												2	2	2	6	6	2	0				

4

Natural Science and Physics-Chemistry include experimental and laboratory work in the 3rd cycle. In the secondary studies students have 3 hours of experimental work in Biology/Geology and in Physics/Chemistry. In the 12th year it depends on the teacher because these subjects have a reduced time (from the 4 hours per week, probably 1 hour is allocated to experimental work)



7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
										1	1	1	1	1				

In the new Autonomy and Curricular Flexibility Project citizenship is a compulsory topic included in the curriculum and time is allocated. In the other years it depends on the choice of the school to offer this topic

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B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

In general terms (e.g. from 15 to 16)

(From 9 to 10, the number of teachers and subjects increase a lot. In fact there are many different subjects and a few moments a day for individual studying. Students have many different subjects per day which gives them a lot of materials to carry to school.

From 11 to 12, subjects are split (History and Geography; Natural Science and Physics /Chemistry) which increases the number of subjects and teachers). Students spend too many hours at school (from 8.30 to 17.15).

From 14 to 15 students' expectations grow higher and the curriculum is more demanding. The number of subjects reduces but the number of hours per subject increases. Time for homework and individual study is short and students need to be very disciplined and responsible so that they can organize their study. Exams start to be a worrying matter.



Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

Write here – maximum 100 words. Delete these instructions

C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

Solving problems and Critical thinking are transversal competences that are being reinforced in the curriculum

Nowadays with the Essential Learning it is easier to link the curriculum with transversal competences.)

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