

Project Partners

Logos



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# Introduction

HOPEFUL (Extending teacHers' cOmPetences in the effective teaching of numeracy, literacy and digital skills to rEFUgee chiLdren) aims to improve the performance of secondary school-aged refugee and/or migrant children who have remained outside the educational system for an extended period of time in numeracy, literacy and digital competences and to reduce refugee and/or migrant pupils’ early school leaving in Malta, Greece, Italy and Cyprus. In specific, the project aspires to enhance secondary school teachers’ aptitude in teaching numeracy, literacy and/or digital skills to refugee and/or migrant children with learning gaps due to interrupted education and with minimal native and/or English language skills through online training.

Moreover, a key goal of HOPEFUL is the creation of an innovative diagnostic tool for the effective assessment of numeracy, literacy and digital competences, gaps and needs of refugee and/or migrant pupils in secondary education. Since each country has a different education system, the exercises for assessing the aforementioned competences are not based on specific age clusters, but on two broader education stages: Lower Post-Primary (typically covers ages 12 to 15) and Upper Post-Primary (typically covers ages 15 to 18). The assessment Booklet developed for Lower Post-Primary pupils entails three main components and provides methods and practices for assessing:

* Numeracy Competence: Numerical, Algebraic, Graphical, Statistical Skills
* Literacy Competence: Reading Comprehension, Writing and Composition, Oral Language, Arguing/Reasoning, Critical Thinking
* Digital Competence: ICT Basics, Operation, Word Processing, Internet and Digital Safety

It is expected that the accurate diagnostic assessment will allow teachers to identify gaps and misconceptions, differentiate learning needs and make informed decisions so as to address pupils’ actual needs and assist them in bridging the gaps caused by interrupted education, thus, reducing the likelihood of early school leaving.

## Overview

The present Teachers’ Manual is designed to supplement the Booklet for Lower Post-Primary pupils by providing teachers with more information on the procedures to follow during testing, test time allocation, correct answers to the exercises, student performance descriptors, guidelines for scoring, evaluation and appropriate use of students’ results. Last but not least, the last part of the Manual has space for teacher’s self-reflection regarding the exercises’ content, timing and scoring.

The Manual is intended for use by teachers in line with their country’s policy level (national, regional or local depending on education system) and always in conjunction with other important information such as students’ background, age, vulnerability, former education and language skills. Provided that refugee and/or migrant children do not commonly speak the host country language and/or English and most have been out of school for a significant amount of time, caution should be taken when interpreting student results.

Student scores should be used as a guide (and not as a direct reflection of their actual abilities) that will help teachers identify knowledge gaps in numeracy, literacy and digital competences and prepare their learning material accordingly so as to better suit pupils’ learning needs. It is important that teachers also make behavioural observations regarding students’ attitude during the assessment, such as asking questions, following directions, adhering to rules, communicating and collaborating with peers, teachers, interpreters etc.

## Methods and Tools

The methods and tools needed in order for students to complete the exercises include:

* paper
* pencils
* rubbers
* pens
* personal computers/laptops
* time meter for teacher’s use (you can also use your phone)

# Attainment Descriptors

This chapter includes student attainment descriptors for each of the specific sub-competences evaluated in the diagnostic tool. The attainment descriptors were mostly drawn from *Schola Europaea-Pedagogical Development Unit*, but were subsequently adapted in order to fit the context in which they will be used.

## 1. Numeracy Competence

(Adapted from Schola Europaea, 2019)

1.1. Numbers

1.1.1. Natural and Integer Numbers

The student is able to:

* Understand the difference between natural and integer numbers
* Compare integer numbers
* Order a set of integer numbers
* Understand prime numbers using the concept of factors and divisors
* Write a natural number as a product of prime numbers

1.1.2. Operators

The student is able to:

* Add and subtract integers
* Multiply and divide integers
* Understand the importance of 0 and 1
* Apply the order of operations to make calculations

1.1.3. Fractions

The student is able to:

* Convert fractions to decimals
* Order fractions from smallest to greatest and vice versa
* Do operations with fractions

1.2. Algebra

1.2.1. Relationships in Patterns

The student is able to:

* Predict the next numbers in the pattern
* Create rules to determine the next term of an arithmetic sequence
* Substitute into a general rule to find the value of any term

1.2.2. Linear Expressions

The student is able to:

* Simplify equivalent expressions

1.2.3. Linear Equations

The student is able to:

* Solve simple linear equations

1.3. Statistics and Data Handling

The student is able to:

* Interpret data shown on simple bar and pie charts

## 2. Literacy Competence

(Adapted from Schola Europaea, 2017)

2.1. Reading

The student is able to:

* Read and understand written texts of a certain lexical demand
* Reflect on the purpose of the text
* Pick out the significant details in the text with instructions

2.2. Oral

The student is able to:

* Give a presentation which meets the requirements of a concrete assignment regarding everyday life
* Formulate sentences accurately
* Use appropriate and varied vocabulary
* Listen to others and respond appropriately
* Initiate conversations and respond to simple statements on familiar topics and/or everyday life
* Express preferences

2.3. Writing

The student is able to:

* Use language with sufficiently accurate syntax, vocabulary and spelling
* Produce texts which comply with the instruction given and with their context
* Understand and elaborate on the basic aspects and terms of diverse subjects

2.4. Arguing/Reasoning

The student is able to:

* Argue on everyday topics
* Take a position and formulate arguments in a clear way

2.5. Critical Thinking

The student is able to:

* Reflect on topics of everyday life following instructions

## 3. Digital Competence

(Adapted from Schola Europaea, 2015)

3.1. ICT Basics

The student is able to:

* Define what the computer is
* Distinguish the concepts of data/input, processing, information/output, storage and program
* Identify and report examples of using computers in everyday life

3.2. Operation

The student is able to:

* Define the operating system is and its role
* Identify the basic services that the operating system provides to the user
* Identify two ways of communication with the operating system and the main advantages and disadvantages of each

3.3. Word Processing

The student is able to:

* Enter text using a keyboard
* Insert symbols or special characters
* Display and hide non-printable characters
* Edit text in a document by adding or deleting new characters and words
* Copy and move text to the same document or between open documents
* Use the Undo and Redo commands

3.4. Internet and Digital Safety

The student is able to:

* Identify and describe risks that may arise from using the Internet
* Address various risks that may arise from using the Internet

# Scoring and Timing

The exercises in the Booklet are not to be completed all at once and short breaks should be introduced. Therefore, teachers are free to choose when and how students will complete the exercises. However, students should not be allowed to turn over to the next pages of the Booklet and should hand the Booklet in to the teacher by the end of the assigned exercises.

Each competence (Numeracy, Literacy, Digital) is allocated 100 points and points vary regarding the length and difficulty of the exercises in each sub-competence. The point allocation for each specific exercise can be found in the chapter *Correct Answers*. A qualitative assessment of students’ results is the following:

* 76-100 Excellent
* 51-75 Good
* 26-50 Fair
* 0-25 Needs Improvement

The following table contains information on Scoring and Timing for each competence and sub-competence assessed in the Lower Post-Primary Booklet. The results for each competence should be used separately and not averaged as they represent distinct skills, independent of one another. Provided that refugee and/or migrant children usually present with minimal native language and/or English skills, more time is dedicated to assess Literacy competence which is considered to be of increased difficulty for these students.

|  |  |  |
| --- | --- | --- |
| Topics and Subtopics | Scoring | Timing |
| 1. Numeracy Competence
 | 100 points | 140 mins |
| 1.1. Numbers | 45 points | 90 mins |
| 1.1.1. Natural and Integer Numbers | 20 points | 40 mins |
| 1.1.2. Operators | 15 points | 30 mins |
| 1.1.3. Fractions  | 10 points | 20 mins |
| 1.2. Algebra | 35 points | 40 mins |
| 1.2.1. Relationships in Patterns | 15 points | 20 mins |
| 1.2.2. Linear Expressions | 10 points | 10 mins |
| 1.2.3. Linear Equations  | 10 points | 10 mins |
| 1.3. Statistics and Data Handling | 20 points | 10 mins |
| 1. Literacy Competence
 | 100 points | 210 mins |
| 2.1. Reading | 20 points | 80 mins |
| 2.2. Oral | 20 points | 45 mins |
| 2.3. Writing | 20 points | 30 mins |
| 2.4. Arguing/Reasoning | 20 points | 35 mins |
| 2.5. Critical Thinking | 20 points | 20 mins |
| 1. Digital Competence
 | 100 points | 110 mins |
| 3.1. ICT Basics  | 25 points | 35 mins |
| 3.2. Operation | 25 points | 25 mins |
| 3.3. Word Processing | 25 points | 25 mins |
| 3.4. Internet and Digital Safety | 25 points | 25 mins |

# Correct Answers

## 1. Numeracy Competence

(100 points)

1.1. Numbers (45 points)

1.1.1. Natural and integer numbers (20 points)

1. d (0,5 points)

2. b (0,5 points)

3. b (1 point)

4. (6 points/1 point each)

a. -9, -5, -2, +8, +11 (1 point)

b. -51, -31, -11, +21, +41 (1 point)

c. -10, -9, 0, +4, +6 (1 point)

d. -22, -15, -8, -6, -2 (1 point)

e. -88, -47, -16, +19, +34 (1 point)

f. -50, -10, 0, +6, +10 (1 point)

5. (2 points/1 point each)

a. -4, -3, -2, -1 (1 point)

b. -5, -4, -3, -2, -1 (1 point)

6. (4 points/1 point each)

a. x=4 (1 point)

b. y=34 (1 point)

c. x=-9 (1 point)

d. y=3 (1 point)

7. (3 points/1 point each)

a. (64, 65) (1 point)

b. (26, 28, 30) (1 point)

c. (129, 131, 133) (1 point)

8. (3 points/ 1 point each)

18       6     14
/ \ / \ / \

 (3, 3, 2) (3, 2) (7, 2)

1.1.2. Operators (15 points)

1. (6 points/0,4 points each)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 8673 - 1448 = 7225 | 9759 - 9133 = 620 | 3225 - 2649 = 576  | 8646 + 9848 = 18494 | 5574 - 4984 = 590 |
| 8062 - 1538 = 6524 | 7030 + 8803 = 15833 | 8105 + 6802 = 14907 | 3893 + 4439 = 8332 | 5336 - 2864 = 2472 |
| 4598 + 3634 = 8232 | 6987 - 5802 = 1185 | 5916 + 1806 = 7722 | 3204 - 2652 = 552 | 2897 + 5307 = 8204 |

2. (6 points/0,4 points each)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 84 / 12 = 7 | 27 / 3 = 9 | 60 / 10 = 6 | 34 / 2 = 17 | 108 / 18 = 6 |
| 160 / 8 = 20 | 323 / 19 = 17 | 64 / 8 = 8 | 6 x 13 = 78 | 8 x 18 = 144 |
| 19 x 18 = 342 | 3 x 6 = 18 | 14 x 16 = 224 | 11 / 11 = 1 | 14 x 4 = 56 |

3. b (1 point)

4. a (1 point)

5. 62 (1 point)

1.1.3. Fractions (10 points)

1. (3 points/1 point each)

a. 0.6 (1 point)

b. 0.41 (1 point)

c. 0.76 (1 point)

2. 1/2 < 7/9 (1 point)

3. (4 points/2 points each)

a. 2/9, 3/7, 7/10, 8/11, 3/4 (2 points)

b. 7/9, 6/8, 5/9, 2/5, 1/6 (2 points)

4. a. (1 point)

5. 7.92 (1 point)

1.2. Algebra (35 points)

1.2.1. Relationships in patterns (21 points)

1. (8 points/4 points each)

a. 360 (4 points)

b. 97 (4 points)

2. +5 (5 points)

3. (8 points/4 points each)

a. 2 (4 points)

b. 9/4 (4 points)

1.2.2. Linear Expressions (6 points)

1. (6 points/2 points each)

a. 𝑥=14/3 (2 points)

b. 6b2x (2 points)

c. 9𝑥3−6𝑥2−4𝑥 (2 points)

1.2.3. Linear equations (8 points)

1. (8 points/2 points each)

a. x=1 (2 points)

b. x=6 (2 points)

c. y=60 (2 points)

d. x=1 (2 points)

1.3. Statistics and Data Handling (20 points)

1. (8 points)

a. 5 (2 points)

b. 39% (1 point)

c. 14% (1 point)

d. 8% (1 point)

e. 9 (3 points)

2. (12 points)

a. The number of students (3 points)

b. 6 (1 point)

c. Apples (1 point)

d. Pears (1 point)

e. 3 (1 point)

f. 2 (1 point)

g. Oranges/Strawberries (1 point)

h. Pears, Grapes, Bananas, Oranges/strawberries, Apples (3 points)

## 2. Literacy Competence

(100 points)

* 1. Reading (20 points)

**1.Text A (6 points)**

1. (1 point/0,2 points each)

a. F (0,2 points)

b. T (0,2 points)

c. T (0,2 points)

d. F (0,2 points)

e. F (0,2 points)

2. (0,75 points/0,25 points each)

a. Children imitate adults’ behaviour, so if they do not see their parents eating breakfast, they are likely to resist it themselves. (0,25 points)

b. Children who eat breakfast perform much better in school. (0,25 points)

c. Children who skip breakfast have slower reflexes, are less attentive and active in the morning. (0,25 points)

3. (0,5 points/0,25 points each)

b. (0,25 points) and c. (0,25 points)

4. (1 point/0,2 points each)

a. take (0,2 points)

b. enhances (0,2 points)

c. notice (0,2 points)

d. give (0,2 points)

e. raises (0,2 points)

5. (1 point/0,2 points each)

a. inattentive (0,2 points)

b. failure (0,2 points)

c. unimportant (0,2 points)

d. separately (0,2 points)

e. discourage (0,2 points)

6. (0,75 points/0,15 points each)

a. Milk with whole grain cereals (0,15 points)

b. IQ test results (0,15 points)

c. Protein (together with an amount of carbohydrates in breakfast) (0,15 points)

d. alertness and attention (concentration) (0,15 points)

e. Not eating a good breakfast (0,15 points)

7. (1 point/0,5 points each)

a. to highlight the importance of breakfast in child development and school performance (0,5 points)

b. to provide information on nutrients of a healthy breakfast and their benefits (0,5 points)

**2.Text B (8 points)**

1. (1 point/0,2 points each)

a. F (0,2 points)

b. T (0,2 points)

c. T and F are both correct (the text mentions that *“financial difficulties are […] related […] to the inability to create and maintain a website”*, but in fact *“creating a website can be very simple and almost cost-effective”*) (0,2 points)

d. T (0,2 points)

e. F (0,2 points)

2. (0,75 points/0,25 points each)

a. Are not only benefits, but also factors in order to create a website (0,25 points)

b. Financial difficulties are not only related to personnel, but also to the inability to create and maintain a website (0,25 points)

c. The management of a website can now be done quite easily (0,25 points)

3. (1 point/0,2 points each)

Benefits include:

a. the potential of global publicity (0,2 points)

b. museum’s communication with the public and its partners (0,2 points)

c. virtual exhibitions (0,2 points)

d. access to the institution’s collections (0,2 points)

e. the potential of researchers’ remote access of online databases (0,2 points)

(all the above should be described in students’ own words)

4. (1 point/0,2 points each)

a. currently (0,2 points)

b. permitted (0,2 points)

c. collaborators (0,2 points)

d. struggles (0,2 points)

e. important (0,2 points)

5. (1 point/0,2 points each)

a. unlikely (0,2 points)

b. infrequent (0,2 points)

c. disconnection (0,2 points)

d. excess (0,2 points)

e. hinder (0,2 points)

6. (0,25 points)

e.

7. (1,5 points/0,25 points each)

|  |  |
| --- | --- |
| Cause | Solution |
| a. Financial reasons | a. Can be cost-effective when using various sites, such as Webnode, Simplesite, Google and others |
| b. Managing the website | b. Can be done quite easily, as long as you search the area you are at. Either an adult or a teenager can help manage the website by taking it on or teaching someone else - it could be the museum manager – how to use it. |
| c. Difficulty in finding photographs for free use | c. It is up to the choice of each institution and whether it wants its doors to be "open" to the public |
| all the above should be described in students’ own words |

8. (1,5 points)

Students are free to choose whichever problem they consider to be the most difficult as long as they justify their choice appropriately.

**3.Text C (6 points)**

1. (1 point/0,2 points each)

a. F (0,2 points)

b. F (0,2 points)

c. T (0,2 points)

d. T (0,2 points)

e. T (0,2 points)

2. (0,75 points/0,25 points each)

a. Patterns of eating behaviors at an early age […] may be potential markers of later eating disorders. (0,25 points)

b. Picky eaters are at an increased risk of developing anorexia during their teen years. (0,25 points)

c. Eating disorders are […] influenced by interactions of biological, behavioral, and environmental factors. (0,25 points)

3. (0,25 points)

e.

4. (1 point/0,2 points each)

a. growing (0,2 points)

b. associated (0,2 points)

c. indicate (0,2 points)

d. detected (0,2 points)

e. recognise (0,2 points)

5. (1 point/0,2 points each)

a. occasional (0,2 points)

b. opportunity (0,2 points)

c. narrows (0,2 points)

d. simple (0,2 points)

e. worsen (0,2 points)

6. (0,75 points/0,25 points each)

a. More research (0,25 points)

b. The early identification and targeted intervention for disordered childhood eating (0,25 points)

c. Overeating, undereating and ‘fussiness’ in early childhood (0,25 points)

7. (1,25 points)

The main point of the text is that poor eating habits in early childhood are linked to eating disorders in adolescence. Both text A and C touch upon the importance of nutrition and eating habits in childhood. The first one links them to school performance and child development and the second one to eating disorders in adolescence.

* 1. Oral (20 points)

1. (5 points)

I love hiking in the mountains close to my area. I started this activity when I was in primary school and I had the need of spending more time in nature. It offers to me the sense of freedom, calmness and happiness. It is also a way of socializing as friends of mine are having this habit and following me in this activity. We love exploring new places, keeping our mind sharper, our body calmer, our creativity more alive and our relationship happier.

(The above answer is indicative. Students are free to choose whichever activity they like as long as they answer the questions appropriately.)

2. (5 points)

Food, drink, ambience, entertainment, music, sense of connectedness. (The above answer is indicative. Students may come up with their own ideas.)

3. (5 points)

Description of everyday life (food, free time, exercise, social interaction in everyday life, religion habits, etc.)

4. (5 points)

a. animals, nature, water, river, people with traditional costumes, children (1 point)

b. Nature in art can take many visual forms, from photorealism to abstraction. Art can mimic nature, by seeking to visually replicate objects as they actually appear in real life. The close connection between human and animals have encouraged artists to depict animals (2 points)

c. Yes, I prefer (this) place / No, I prefer to do (this) instead of going to parks (1 point)

d. Relationship is good/bad/depends on the animal species (1 point)

(The above answers are indicative. Students are free to express themselves as long as they answer the questions appropriately.)

* 1. Writing (20 points)

1. (8 points)

Title: Offer your products!
Main characteristics of the announcement:

-2nd person singular/plural

-provide detailed information of the products that are invited to bring, the place and the time

-provide information of the purpose of this event

-contact person

-familiarity tone

2. (6 points)

Title: Being a Champion!

Main characteristics of the article:

-student uses all of the words

-words are used in an accurate way

-sentences have an appropriate meaning

3. (6 points)

Main characteristics of the speech:

-salutation

-informal touch

-considering the audience

-emphasizing student’s advantages and what he/she is going to offer to his/her class

* 1. Arguing/Reasoning (20 points)

1. (6 points)

Student A
-feeling more self-assured

-getting more sleep

-strengthening your face-to-face relationships

-learning more about yourself

-it is addictive and unhealthy

-expanding your offline network

Student B
-make new friends or connect with old friends/family

-discuss educational topics and school assignments

-brings together people that are interested in the same things as you are

-blog about your opinions to express yourself in a non-violent way

-social media sites are expanding from general interest to more specific uses that benefit society

(The above answers are indicative. Students may come up with their own arguments.)

2. (6 points)

-it is expensive to go to the cinema

-you can escape and be part of that film for that amount of time

-smartphones are killing the cinema experience

(The above answers are indicative. Students may come up with their own arguments.)

3. (8 points)

-read a good novel or a self-development book

-write a blog

-learn a new language

-find a hobby for yourself

-listen to podcasts

-volunteer

(The above answers are indicative. Students may come up with their own arguments.)

* 1. Critical Thinking (20 points)

1. (20 points)

-all people are equal and have the same rights

-prejudice is a matter of education that is connected with someone’s background, the way they were raised and their experiences

-we need to accept diversity

-empathy is key

(The above answers are indicative. Students may come up with their own ideas.)

## 3. Digital Competence

(100 points)

* 1. ICT Basics (25 points)

1. (9 points)

In our home we use the computer to find information from the Internet, to communicate with friends, listen to music, watch movies, play games, but also to process documents (text), photos, etc. The computer is primarily a means of communication and entertainment.

2. (16 points/2 points each)

Central Unit

Pro

Output Function

Processing the Data

Input function

Input units

Output units

Data Storage

 Main and peripheral memory

* 1. Operation (25 points)

1. (6 points/2 points each)

a. e. and f.

2. (9 points)

Operating systems determine how a computer saves data, switches between applications, manages memory, maintains security, and interacts with peripherals, such as printers and cameras. Different operating systems are designed for different types of applications and run on different sorts of hardware.

3. (10 points)

First and foremost, when buying a computer, one should figure out what they want to do with it and set aside a reasonable budget. Other things to consider include:

* Processor (a device that allows you to perform a variety of tasks)
* RAM (Random Access Memory, a type of computer memory that is used to store data)
* Hard disk drive
* Screen resolution and graphics
* Software
* Anti-virus software (a program that scans your computer for viruses)
* Battery life
	1. Word Processing (25 points)

1. (25 points)

Students’ points depend on whether they successfully managed to complete all steps of the exercise. (approximately 1 point per bullet)

* 1. Internet and Digital Safety (25 points)

1. (4 points)

a

2. (4 points)

a

3. (4 points)

b

4. (4 points)

b

5. (4 points)

c

6. (5 points)

b

# Teacher Reflections

This is a space for personal reflection regarding the exercises’ content, timing and scoring. Take some time to reflect on the following questions. You can also keep notes if you like.

1. What do you think of the exercises’ content? (length, phrasing, level of difficulty, appropriateness, variety etc.)

* Numeracy

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* Literacy

----------------------------------------------------------------------------------------------------------------

* Digital

----------------------------------------------------------------------------------------------------------------

2. What do you think of the exercises’ timing? (sufficiency, time allocation etc.)

* Numeracy

----------------------------------------------------------------------------------------------------------------

* Literacy

----------------------------------------------------------------------------------------------------------------

* Digital

----------------------------------------------------------------------------------------------------------------

3. What do you think of the exercises’ scoring? (appropriateness, point allocation etc.)

* Numeracy

----------------------------------------------------------------------------------------------------------------

* Literacy

----------------------------------------------------------------------------------------------------------------

* Digital

----------------------------------------------------------------------------------------------------------------

4. Which exercises were the easiest for students?

* Numeracy

----------------------------------------------------------------------------------------------------------------

* Literacy

----------------------------------------------------------------------------------------------------------------

* Digital

----------------------------------------------------------------------------------------------------------------

5. Which exercises did students struggle more with?

* Numeracy

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* Literacy

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* Digital

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6. How could the exercises and material be further improved?

* Numeracy

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* Literacy

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* Digital

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