

About the Provider

Australian Business Number (ABN)	88153042338
Legal Name (Entity or Holder name)	Andrell Education Australasia Pty Ltd
Business or Trading Name (if applicable)	Andrell Education
Postal address	29 Huntingtower Cres, Langwarrin. Vic 3910
Mobile phone number	0407874829
Website address	www.andrelleducation.com.au
Contact Person	Samantha Taylor

Description of Provider

Description
<p>Andrell Education has been in operation since 2011, providing literacy training to educators, by our team, who all have extensive experience in the Big Write and VCOP writing approach and are all trained educators.</p> <p>Big Write and VCOP is designed to bring the fun back into writing, to make the children want to write and to be continuously challenged throughout the writing journey. Through games, activities, writing tasks, conversations and discussions, students will learn not only where their abilities lie in a fun and engaging way, but also the steps they need to take in order to continue to improve.</p> <p>Big Write and VCOP is a methodology for raising the standards in writing across all ages and ability levels throughout Australasia. It seeks to address the reasons why there are falling standards in writing. Based on the premise that 'if they can't say it, they can't write it', we scaffold the learning to allow children to become articulate thinkers and speakers, who will then become articulate writers. It is a differentiated approach suitable for pre-writers, all the way through secondary school. Underpinning the progress the students will achieve is the 'back to basics' approach of teaching the building blocks of writing through the use of the GHaSP method.</p> <p>Big Write comes with a comprehensive, evidence-based assessment tool (linked to the Australian Curriculums), that develops consistency and accuracy of writing assessment right across your school. The Student Friendly Criterion Scale empowers the children by allowing them to analyse where their skill set lies, and specifically what steps they need to take in order to move forward.</p>

Course List

A potential provider can submit one or more courses using this application form. You are required to list courses in the table below and then provide a detailed description of each course on the subsequent pages.

Course	Course title	Standard Descriptors addressed	Duration	Mode of delivery
1	Introduction to Big Write and VCOP	2.5.2, 1.5.2, 3.5.2, 5.2.2, 4.1.2, 3.6.2, 5.1.2	5.5 hours	face-to-face
2	Big Talk for Pre-Writers	1.1.2, 1.2.2, 1.5.2, 2.5.2, 3.5.2, 4.1.2	5.5 hours	face-to-face
3	Integrating VCOP into Classroom Practice and Planning	1.5.2, 2.3.2, 2.5.2, 3.2.2, 3.5.2, 4.1.2, 5.2.2	5.5 hours	face-to-face
4	Assessment and Data Tracking	2.3.2, 3.6.2, 5.1.2, 5.2.2, 5.3.2, 5.4.2	5.5 hours	face-to-face

Course Background

Course (see the Course List)	2
Course title	Big Talk for Pre-Writers
Target audience (check all that apply)	<input checked="" type="checkbox"/> Early childhood teachers <input checked="" type="checkbox"/> Primary teachers <input type="checkbox"/> Secondary teachers
Specific features of target audience (eg history teachers, teacher-librarians, principals, K–2 teachers)	Educators of the English curriculum from Pre-School onwards. Focusing on language development and introductory skills leading to writing as a form of communication.
Duration (not including breaks for lunch etc)	5.5 hours
Mode of delivery	face-to-face
Cost of course	\$297 per person for open sessions at venues (inc GST) Varied price for school bookings based on location and size.

Learning Objectives

Learning objectives are descriptions of what learners should know, understand and be able to do by the end of the course. State the learning objectives of the course by referring to what teachers will gain in terms of their professional knowledge, professional practice and/or professional engagement.

Make explicit connections to the selected Standard Descriptors identified in the Course List.

Learning objectives

By the end of the course, educators will have an extensive knowledge of the importance of oral language, and the developmental stages of children, that impact literacies. Through modelling, immersion, and hands on practice of games, activities and varied teaching strategies (based on students' different Early Childhood Developmental Stages of learning) educators will leave equipped to be able to apply this knowledge and understanding to support their learners in literacy achievement. (1.1.2 & 2.5.2)

They will see, discuss, and create teaching activities that incorporate differentiated strategies to meet the specific needs of learners across the full range of abilities. This will ensure they can structure their own teaching programs to put this knowledge into practise. (1.2.2 & 1.5.2)

Educators will be confident to return to their educational setting equipped with a repertoire of varied teaching strategies targeted at improving and supporting students' achievement standards in literacy, focussing particular focus on Oral Language and the Early Childhood Development Stages (2.5.2).

Teachers will participate in a vast array of differentiated games and activities designed to support a range of abilities. They will understand how and why each has been developed, to explicitly target and improve identified key learning areas (1.5.2).

The Big Talk, and all the stages that lead up to and follow it, will help establish inclusive and positive interactions to engage and support all learners in the communication, pre-writing and writing process (4.1.2) With the methodology based on oral language, and the premise being 'if they can't say it, they can't write it', along with the further embedding through the visual VCOP boards- educators will leave with effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners. (3.5.2) By the end of the course, educators will have an extensive knowledge of the importance of oral language, and the developmental stages of children, that impact literacies. Through modelling, immersion, and hands on practice of games, activities and varied teaching strategies (based on students' different Early Childhood Developmental Stages of learning) educators will leave equipped to be able to apply this knowledge and understanding to support their learners in literacy achievement. (1.1.2 & 2.5.2)

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Learning objectives

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Rationale and Research Basis

Outline the reasons for offering this course. You should consider the need this course addresses for teachers and include an overview of how relevant and reliable research relates to the content of the course. Provide references as necessary in the reference list.

Rationale and overview of research

Communication is a vital life skill. The ability to share knowledge with an audience begins as soon as we enter this world and does not stop until we depart from it. The first forms of communication are body language and then voice. Yet when children enter formal schooling, we seem to dismiss these early stages of communication, assuming they have already mastered them, and move on to the next form of communication we feel they are ready for - to write! As teachers, we try to make it simple, we start with their name or individual letters, then strings of letters to form basic labels and before we know it, we are expecting grammatical sentences to be formed.

To a degree, there is nothing wrong with this. However, most teachers have an abundance of students entering school with poor oral language skills and inapt social and emotional skills. Verbally, and, visually through body language, they don't know how to communicate their thoughts, feelings and ideas. They do not have a 'voice' yet.

If we want to raise the standards in writing, we must first take away the pen and paper and learn to talk.

Teaching children how to write and how to write well is considered one of the most difficult of all the curriculum disciplines. Both teacher and student can often find the content dry, disengaging and difficult to embed. In addition to this, more and more teachers are lacking the basic GHASP foundation skills themselves when it comes to modelling how to write. The lessons then simply become broken into handwriting practise, grammar worksheets and text type breakdowns (with only limited text types covered per year). Our approach is about changing teaching practice to become more student focused and to focus on transferring skills into practise across multiple genres and subject areas, (***Evaluating the Quality of Learning: The SOLO Taxonomy- Collins & Briggs, 1982***). We also teach the students to take responsibility over their learning and work towards clear, visible learning goals- both whole class and student based. (***John Hattie's Visible Learning Strategies, 2009***).

Many teachers are lacking the necessary skills needed to analyse students writing in order to be able to identify strengths and weaknesses and the content is limited to the curriculum content, not the student's actual needs. Personal judgement towards the storyline, spelling, and handwriting, overshadow other less obvious skills such as; vocabulary, sentence structure, grammar and text features etc. The verdict remains the same, the child needs to write neater and spell better in order to become a better writer.

Ros Wilson's analysed over 20,000 student's writing samples over a 3-year period as part of research into the assessment of children's writing for her first publication with ***Kirklees 'Formative and Summative Assessment of Writing' (1998)***. Within this research she discovered that writing is made up of 2 key components; GhASP (grammar, handwriting, spelling and boundary punctuation), which are the foundation skills to communicating information clearly and accurately, and VCOP

Rationale and overview of research

(vocabulary, connectives, openers and punctuation) which create a writer's voice in the piece. This led to further research and her next publication – **Strategies for Immediate Impact on Writing Standards: Raising Standards in Writing, 2003** and her methodology 'If they can't say it, they can't write it' began.

If they can't say it, they can' write it... and they learn what to say through play! We say let them play. (Andrell Education 2019)

<https://www.facebook.com/232297813485777/posts/2436758276373042?sfns=mo>

Further studies from the USA backs up the importance of oral language for literacy success- summarised best by **GrapeSeed, English for Children** (<https://grapeseedus.com/the-importance-of-oral-language-for-literacy-success/>) as it collates many studies into one paper. The 2 main focus points that we refer to during our training sessions are the **2002 National Reading Panel review** that published the 5 components to reading success (that we believe mirror writing success) are; phonemic awareness, phonics, fluency development, vocabulary development and comprehension- with vocabulary and fluency development our main targets. The second research summary was based on the **1995 oral language study by Hart & Risley** which wasn't really made popular until 2003 when the research was coined -**The 30 Million Word Gap**. In Australia, ESL students aside, the decline in oral language in the Early Years has been noted by teachers for years as more and more students are entering Pre-School and the Foundation years of schooling, lacking the necessary language to communicate at a fluent level. Unfortunately, no one has been able to replicate and update the research by Hart & Risley to have more up to date figures*, and although suggestions that the word gap has decreased may be evident, it is also evident that it's not all based on social economics.

Supported again by Hattie's visible learning strategies, our approach focuses on;

* **clear and visible goals and learning targets**- both curriculum year level based and personalised to students' stage of writing development,

* **collaborative and explicit Feedback**- this is a high impact indicator of change and it also underpins our classroom practices to ensure feedback is timely, relevant, specific and achievable.

***collaborative open-ended learning** is a main teaching strategy, embedded through our 4-T model of teaching. Target (what is the goal of the lesson), Teach (explicitly teach to the age of the students, plus 1 in minutes for maximum impact), Talk (Talk for understanding- turn and explain, and Talk practise- practise the information through an oral language based activity in pairs or three's), Task (complete a written task to embed the learning and transfer it into applied knowledge).

Reference list (provide references for all citations above, including hyperlinks where possible)

- *Evaluating the Quality of Learning: The SOLO Taxonomy*- Collins & Briggs, 1982
- *GrapeSeed, English for Children* (<https://grapeseedus.com/the-importance-of-oral-language-for-literacy-success/>)
 - 2002 National Reading Panel review
 - 1995 oral language study by Hart & Risley
- *Strategies for Immediate Impact on Writing Standards: Raising Standards in Writing, 2003*

Rationale and overview of research

- *<https://www.cela.org.au/2019/02/18/mind-the-gap-its-not-as-wide-as-you-think/>
- Kirklees 'Formative and Summative Assessment of Writing' (1998)
- John Hattie's *Visible Learning Strategies*, 2009

Peer Instruction- A method for fostering deep understanding- Simon and Cutts, 2012

<https://www.rit.edu/academicaffairs/tls/course-design/teaching-elements/practice-peer-instruction>

- Andrell Education Australasia-
<https://www.facebook.com/232297813485777/posts/2436758276373042?sfns=mo>

Summary

Provide a brief overview of the course in the sequence that it will be delivered.

Summary

The session will focus on providing participants with;
Background and Research (The Need)
Early Childhood Development:
Curriculum Links- EYLF & Primary
Integrating VCOP into Literacy
The Importance of the VCOP Boards
Building the boards with the VCOP Gang
What does a Big Talk look like?
Introducing Big Talk
Home talk
VCOP Session

Continuous Professional Learning Opportunities

Outline any further professional learning opportunities that teachers will have access to after they complete this course.

Continuous professional learning opportunities

We have an extensive support system where attendees can call, email, or follow and share on our social media settings.

www.facebook.com/andrelleducation

[@bigwrite_vcop](https://www.instagram.com/bigwrite_vcop) (Instagram)

and groups

<https://www.facebook.com/groups/BigTalkandVCOP/>

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Our website is quite extensive in supporting educators putting the approach into practise or learning more about it, there are school video testimonials;

<https://www.andrelleducation.com.au/testimonials.html#/>

Free mini webinars, free digital resources to download, or further readings links

<https://www.andrelleducation.com.au/free-downloads.html#/>

There are in-school pictures and parent support videos

Course Detail- Introduction to

Big Write and VCOP (Course 1)

Provide a detailed description of the course by breaking it into discrete parts. For each part:

- state its duration, eg 40 minutes
- state the selected Standard Descriptor/s addressed by each part eg 2.5.2
- describe its focus and content (*what* teachers will be learning about)
- explain, in detail, the professional development activities that teachers will engage in, clearly describing *how* the presenter will facilitate each part and *how* the participants will engage with the content and meet the selected Standard Descriptor/s.

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
1	2 hrs	Importance of warm up games for literacy-Shout Background and Research (The Need) Brain Break and Magnetic A-Z Early Childhood Development: <ul style="list-style-type: none"> • Sensory Development • Body Awareness • Spatial Awareness • Balance • The 5 Senses • Language Development • Midline Development • Fine Motor Skill Development Brain Break	1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. 1.2.2 Structure teaching programs using research and collegial advice about how students learn. 1.5.2- Develop teaching activities that incorporate differentiated strategies to meet the specific needs of learners across the full range of abilities. 2.5.2- Apply knowledge and understanding of effective teaching strategies to	After a quick introduction, the teachers will start off by watching a game instructional video made by children. This is to highlight the effectiveness of the Peer Instruction model which has been shown through researched to increase student engagement and understanding (Crouch & Mazur, 2012). They will then apply their knowledge and understanding of this effective teaching strategy that supports learner's achievement, by completing the activity in pairs for themselves. The activity is based on oral language and supported by visual aides to be more inclusive of developmental stages and ESL students. The presenter will support learners with prompts throughout the activity, just as they would in the classroom. Time will then be given to develop further teaching activities that incorporate differentiated strategies, to meet the specific needs of learners across the full range of abilities. These will then be shared as a whole group to build on their resource toolkits. These strategies will be further outlined and embedded through ' The Need ' where they will learn about the importance of oral language for writing, and the effects from the decline in communication at home. We will outline the importance of teaching literacy as a whole- investigating Reading and Writing through the portal of Speaking and Listening. As well

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
			<p>support learners' literacy and numeracy achievement.</p> <p>3.5.2 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p> <p>4.1.2 - Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</p>	<p>as the importance of both modelled and free play in order to encourage social communication, and more peer modelling opportunities. They will again reflect on their teaching of writing practices through a brain break. They will discuss how to apply easy changes to their teaching programs based on research and collegial advice relating to how students learn.</p> <p>Next is another child delivered instructional video for a differentiated magnetic A-Z game. On completion of the activity, participants will again be given time to develop further teaching activities that incorporate differentiated strategies to meet the specific needs of learners across the full range of abilities, before sharing with the group.</p> <p>Here the course focuses on presenting research and collegial advice into the stages of Early Childhood Development and the effects these developmental stages have on literacies, even though some may not seem literacy based.</p> <p>After each developmental section, participants will either complete an activity to showcase the development, and/or have time to discuss and reflect on connections to their educational setting. This allows attendees to understand and develop effective verbal and non-verbal communication strategies to support a greater span of learners.</p> <p>This section will conclude with discussion time based on the developmental stages to establish inclusive and positive interactions, to engage and support all learners in learning activities. They will then plan how to implement this information when they return to their educational setting.</p>
2	1.5 hrs	<p>Literacy Card Rotations</p> <p>Reflection</p> <p>Curriculum Links- EYLF & Primary</p> <p>Integrating VCOP into Literacy</p> <p>The Importance of the VCOP Boards</p>	<p>1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development</p>	<p>Attendees will return from break to rotation tables set up with activities based on a variety of problematic occupational therapy issues that can be used as intervention or prevention in the classroom. Areas of concern include; In Hand Manipulation, Visual Perception, Visual Motor Integration, Wrist Extension (Flexion Muscle), Open Web Space, Pincer</p>

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
		Building the boards with the VCOP Gang - Connective odd one out - Opener Dice - Kung Fu Punctuation Brain Break	<p>and characteristics to improve student learning.</p> <p>1.2.2 Structure teaching programs using research and collegial advice about how students learn.</p> <p>3.5.2 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p> <p>2.5.2- Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p> <p>1.2.2 Structure teaching programs using research and collegial advice about how students learn.</p> <p>4.1.2 - Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</p> <p>3.5.2 Use effective verbal and non-verbal communication strategies to</p>	<p>Grip and Finger Isolation. After each activity station is explained and linked to its problematic response, participants will engage in the activities focusing on applying the knowledge and understanding of effective teaching strategies to support learners' literacy achievements. They will conclude with a short video of the activities being used effectively in a classroom environment. They will then plan how to structure and implement these activities into their programs when they return to their educational setting, focusing on connecting to the learners in their current care.</p> <p>Links will be made relating to the EYLF outcomes as well as the Primary setting.</p> <p>Attendees are introduced to an important aspect of the approach, the VCOP displays and mascots. The organic, student developed displays showcase; the understanding, participation, engagement and language of the classroom. Attendees are taught how the displays are support tools for the students, as well as data to showcase achievements as they grow and develop. They are central to lessons, discussions, games, and activities as they build on their knowledge. They are used a constant 'reflection of learning' tool and visually showcase the range of abilities within the classroom.</p> <p>The presentation focuses on the importance of talk and how the games and activities are a learning platform. All games and activities are designed to be differentiated on ability, not age (we encourage a whole staff share drive for resources to be created rather than just a team share drive). Students must earn challenges in games and activities, not start on a higher level simply because they are in a certain grade. This allows for a constant 'revise and grow' model to be adapted. They will understand this through participation in another game that will be differentiated several different ways and adapted to integrate multiple learning areas including verbal and non-verbal communication strategies.</p>

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
			support understanding, participation, engagement and achievement of learners.	
3	2 hrs	What does a Big Talk look like? Introducing Big Talk Home talk VCOP Session <ul style="list-style-type: none"> - Let's investigate with Vinny - Pencil Aerobics Big Draw Big Talk Share and Celebrate The Editing Stages <ul style="list-style-type: none"> - Breakdown Buddies - Shared-Editing - Self-Editing The Big Talk integrated week Brain Break- Word Volley Assessments <ul style="list-style-type: none"> - School transition - Data Tracking - Warm Assessment Australian Criterion Scale Reflect and Remind Big Write Lead In with Video	1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. 1.2.2 Structure teaching programs using research and collegial advice about how students learn. 3.5.2 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners. 2.5.2- Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	Now the presentation will focus on what a Big Talk is, what it looks like (video example), as well as supporting all learners through the option of a Big Draw and/or discussion aids. The Big Talk, as its name indicates, is an oral language activity which creates more opportunity for achievement and success. Each step allows for differentiation where all learners are working towards the same or a similar target, but the talk and task aspect are altered to support or challenge the learners- Big Draw (mark making), visual prompts, Big Talk, Big Write. From here, the attendees truly become students in the presenter's classroom as they prepare and participate in the Big Draw/Talk process which begins with Home Talk. Home talk discusses the importance of talk and encourages communication with the home environment. However, it is always catered for in the classroom for those who may not have access to the external talk opportunities. Attendees will be actively involved in the VCOP sessions which is the last chance practise of skills through fast, fun, talk based games and activities based around the learning intentions from that learning period. Here we will participate in Pencil Aerobics to warm up the hands and Let's Investigate with Vinny to practise adjectives. They will then participate in a visualisation activity which is a mental planner for their upcoming draw session (Big Draw). The presenter will guide them through with prompting visualisation questions from the stimulus. The atmosphere will be adjusted with music and the

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
			<p>4.1.2 - Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</p>	<p>participants will be given time to complete their drawing (talk prompt).</p> <p>Once completed, participants will be reminded of the learning intentions they have been working towards before they break up into pairs and prepare to present their Big Talk.</p> <p>The Big Talk is a formal presentation in pairs or threes. To formalise the process, both in the session, and later in the classroom, certain conditions are outlined: the presenter must stand, while their audience sits (height difference formalises the process and helps prevent conversation. The height difference also encourages engagement from the audience and requires the presenter to project a more formal speaking voice).</p> <p>After the 2-minute (visual sand time used to prompt) Big Talk from person A, Person B then must reflect with a positive comment and 2 details from the presentation. This promotes active listening and begins the feedback model. The roles swap and person B presents their talk.</p> <p>After all participants have completed their Big Talk and Peer Feedback, participants will then be explained the next steps to introduce through differentiation. The first is Share and Celebrate to model effective verbal feedback on What Works Well and Even Better If. For those students that are ready, they can continue after the talk, into a Big Write- this may be labelling, broken text, a sentence or more. Others may record or have scribed their information to form a Big Draw Journal/portfolio.</p> <p>An important brain breaks occurs now to establish how to implement inclusive and positive interactions and to engage and support all learners in learning activities. This is concluded with another game- A-Z Word Volley.</p> <p>The final section of the PD finishes off with Assessments. We start first by looking at transition portfolios and how we can obtain vital data from the Pre-Schools, in the form of a portfolio</p>

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
				<p>drawing to map out entry level skills. In Primary School we would like the data to formally be collected through Warm Writes and collated in a student Data Tracker.</p> <p>The Big Talk vs Warm Writes and Data Tracking demonstrates ways of using summative and formative strategies to assess learners. This is further explained through anecdotal records and student self-analysis. The data tracking folder provides an evidence bank to compliment the data values given to students- particularly useful to other colleagues in peer moderation and in parent teacher interviews.</p> <p>Participants will then look at our writing assessment, The Australian Criterion Scale. It is an evidence-based continuum used to mark the Warm Writes, as a way of data tracking the writing. This will inform teaching and learning practises of students across multiple genres and stimuli.</p> <p>To summarise the day, attendees will end with reflection on key elements presented throughout the day and tips for implementation, before watching a short Big Write video to see how we move on from the Big Talk into the Big Write.</p>

Appendix A – Category 2

Mapping Grid

Please map the Standard Descriptors for each course in the appropriate table below (*delete the two tables you do not require for this application*). Place the appropriate course number (eg 1, 2, 3) from the Course List next to each relevant Standard Descriptor.

Proficient Teacher Level

Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7	
1.1.2	2	2.1.2		3.1.2		4.1.2	1, 2, 3	5.1.2	1, 4	6.1.2		7.1.2	
1.2.2	2	2.2.2		3.2.2	3	4.2.2		5.2.2	4	6.2.2		7.2.2	
1.3.2		2.3.2	3, 4	3.3.2		4.3.2		5.3.2		6.3.2		7.3.2	
1.4.2		2.4.2		3.4.2		4.4.2		5.4.2	4	6.4.2		7.4.2	
1.5.2	1, 2, 3	2.5.2	1, 2, 3	3.5.2	1, 2, 3	4.5.2		5.5.2	1, 3				
1.6.2		2.6.2		3.6.2	1, 4								
				3.7.2									