

DECREE-LAW No. 4/2015 of January 14

APPROVES THE NATIONAL CURRICULUM BASED ON THE FIRST AND SECOND CYCLES OF BASIC EDUCATION

Education is a determining factor for the future of the country, and through quality education, the aspirations of a society, the state and the nation can be achieved.

Law No. 14/2008 of October 29, which approved the Basic Education Law, provided Timor-Leste with a framework for quality education. The curriculum, representing at the same time the content and the way of teaching, is shown as the main instrument for implementing the objectives of the first and second cycles provided for in the Basic Law.

As a concern of the Fifth Constitutional Government to ensure school success and the improvement of the quality of education, and as part of its duty to guarantee the right to education enshrined in the Constitution of the Democratic Republic of Timor-Leste and in international human rights treaties, it is necessary to develop a national basic curriculum for the first and second cycles of Basic Education that is inclusive, relevant in the national context, student-centered, and has the ability to support the full development of their capacities and their active participation in the community local and national level. To that end, the national core curriculum focuses primarily on skills related to the cognitive, psychomotor, social, and affective dimensions.

Despite the efforts made to implement a quality education, reality shows a low level of achievement and an insufficient level of knowledge acquired in basic school. Many children complete basic education without the ability to have critical thinking, which limits their ability to act as real perpetrators of change in Timorese society. The lack of relevance of what one learns to daily life contributes to a high dropout rate. The quality of teachers, despite the progress made in recent years, is still insufficient to guarantee uniform quality education throughout the national territory. This reality, coupled with the Government's difficulty in supporting teachers on a regular basis creates real challenges for the correct implementation of current curriculum and support materials.

With this in mind, and according to the parameters established in the National Strategic Education Plan 2011-2030, the Government, through this diploma,

approves a national basic curriculum that includes the general guidelines of the curricular components and a detailed curriculum, organized in a way which identifies the expected learning outcomes, performance indicators, as well as the set of teaching plans needed to implement the content of the curriculum components.

The autonomy of teaching and learning is guaranteed with a possibility of educational institutions to develop curricular components complementary to the national basic curriculum.

Until this decree-law, the multilingual and multicultural reality of Timor-Leste had not been given the necessary attention within the curriculum. With this, and based on the positive results of pilot projects already implemented, the national basic curriculum determines a clear system of linguistic progression, capable of guaranteeing a solid knowledge of both official languages. Moreover, recognition of the use of children's first language, when necessary, has the potential to ensure access to education on an equal basis.

Within the scope of the present diploma, a comprehensive public consultation was promoted by the Ministry of Education throughout the national territory, resulting in a wide range of relevant contributions.

Various public bodies were heard, including the Ministry of Social Solidarity, Ministry of Agriculture and Fisheries, Ministry of Health, the National University, National Institute of Linguistics and a representative number of public educational institutions and civil society organizations.

For these reasons,

The Government decrees, in accordance with Articles 115 (1) and (3) and Article 116 (d) of the Constitution of the Republic, in conjunction with the provisions of paragraph 6 of article 13, article 35 and article 62 of Law no. 14/2008 of October 29, to validate as Law, the following:

**CHAPTER I
GENERAL PROVISIONS**

**Article 1
Object**

The present diploma establishes the guiding principles, the organization and management of the national basic curriculum of the first and second cycles of Basic Education and the methods and criteria of evaluation of the acquired knowledge and the capacities developed through its implementation.

**Article 2
Scope**

1. The present diploma applies to public, private and cooperative educational establishments that are part of the network of offers of public service education and which offer the first and second cycles of basic education.
2. The present diploma does not apply to other private and cooperative educational establishments, including those defined as international schools, and the terms of application of the national curriculum to these establishments determined according to the legal regime of accreditation and evaluation of educational establishments.

**Article 3
Curriculum**

1. The educational establishments covered by this diploma are obliged to implement the national basic curriculum.
2. For the purposes of the present diploma, the basic national curriculum is understood as the set of values, contents and objectives that form the basis of the organization of teaching and evaluation of student performance.
3. The curriculum consists of curricula drawn up in accordance with the syllabi of the curricular components that form their content.
4. The knowledge and skills to be acquired and developed by the students are based on the curricular component programs, as well as the learning outcomes to be attained by the year of schooling and the teaching cycle, approved by an order of the member of the Government responsible for the area of education.

5. The guiding principles, learning outcomes and minimum workload of knowledge areas are the core of the national core curriculum.

**Article 4
Autonomy of Teaching**

1. Within their pedagogical and organizational autonomy, primary and secondary education establishments may add a diversified part to the national basic curriculum, organize the school day differently from that proposed by the member of the Government responsible for the area of education and modify part of the curriculum, in accordance with the provisions of this diploma.
2. Educational institutions wishing to add to the national basic curriculum a diversified part, including complementary curricular components, required by the regional and local characteristics of the community, culture, economy and pupils, shall inform the responsible Government member education.
3. Educational establishments may request the implementation of only part of the curriculum, respecting its essential core, as defined in paragraph 5 of the preceding article, and to this end, submit a reasoned request to the member of the Government responsible for the area of education up to 3 months before the start of the school year.
4. The decision on the application referred to in the preceding paragraph shall be in written form and must be reasoned and based on an overall analysis of the curriculum, the quality of the proposed changes and on the fulfillment of the core curriculum.

**Article 5
Organization of the school year**

1. The school year shall correspond to the period between 1 January and 31 December of each year.
2. The school year is understood as the period of the school year in which the school activities are carried out and corresponds to a minimum of 225 effective days.
3. The actual days of the school year shall be established in the school calendar and shall be distributed in a balanced manner for specified periods, interspersed with periods of interruption of school activities, in order to promote school success,

guarantee students' right to rest and the right of teachers to enjoy annual leave.

4. The school calendar for the following school year shall be defined by a ministerial diploma of the member of the Government responsible for education and shall be approved and published no later than one month before the end of the school year.

Article 6 **Guiding principles**

Based on the general objectives of basic education and the specific objectives of the first and second cycles of basic education provided for in the Basic Education Law, the organization, execution and monitoring of the implementation of the curriculum are subject to the following guiding principles:

- a) Close links with local culture and way of life;
- b) Integrated development of the person;
- c) Quality teaching and learning.

Article 7 **Closeness to local culture and way of life**

1. The national core curriculum reflects the cultural heritage of Timor-Leste, recognizing the country's values, customs and traditions and how they contribute to its cultural and linguistic diversity.
2. With a view to enhancing culture, students are motivated to understand and appreciate the values, customs and traditions of Timor-Leste as the main form of cultural expression of the people, to recognize and value the languages of the country and the way communication between people, to understand the political, social and economic systems of the country and its rights, freedoms and duties, within the framework of a democratic society.
3. The integration of the local way of life is materialized through the use of local materials in the implementation of curricular activities, as well as the valorization of the diverse roles played by community members in the field of local development.

Article 8 **Integrated development of the person**

1. The national basic curriculum aims at the integrated development of the person and his ability to live in community and contribute to national development.

2. To this end, knowledge areas include education for civic participation, education for health and sustainable development, ethical, moral and values education, and respect for gender equality and diversity present in the community.

3. The content and implementation of the curriculum should ensure respect for persons with special educational needs, including those with learning difficulties or access to teaching materials and structures, and value their contribution by preparing pupils to act as agents promoters of the inclusion of all people in society on an equal basis.

Article 9 **Quality teaching and learning**

1. The curriculum promotes quality teaching and learning through the content provided and the method employed for its implementation.

2. The curricular contents are organized in a way to recognize and explore their interrelationship, with special attention to the integration of language learning, literacy and numeracy in all areas of education, also promoting a holistic vision and knowledge of the student's physical and social environment.

3. The curriculum emphasizes the use of student-centered methods, the acquisition of skills relevant to their present and future life, practices that promote positive behaviors and democratic participation of students.

4. The curriculum also promotes, through the application of participatory methodologies, the school success of all according to the level of development and ability of students, including those with special educational needs.

CHAPTER II **ORGANIZATION AND MANAGEMENT OF THE** **CURRICULUM OF THE FIRST AND SECOND CYCLES OF** **BASIC EDUCATION**

Section I **Organization of the Curriculum**

Article 10 **Organization**

1. The curriculum is organized by areas of knowledge, namely the areas of language development, scientific

development and personal development, each of these areas being able to group related curricular components.

2. The curricular components are developed in specific programs, which identify learning outcomes and relevant performance indicators.
3. The curricular matrices of the first and second cycles of ensino básico are included in annexes I and II of the present diploma, and which form an integral part of it.
4. The curricular matrices of the first and second cycles of ensino básico include:
 - a) Areas of knowledge and curricular components relevant to each area;
 - b) Minimum weekly hours of each of the areas of knowledge and their curricular components;
 - c) Minimum total daily load to be fulfilled in the school year;
 - d) Minimum overall hourly load per cycle.

Article 11 **Language development**

1. Language development is based on the initial development of the ability to express and interpret, from a particularly oral perspective, to the development of reading and writing, in order to strengthen fluency and confidence for effective communication and school learning with success.
2. The curriculum will be implemented in order to guarantee, through a linguistic progression from Tetum to Portuguese, that, at the end of the second cycle, students have a solid literacy base in the two official languages.
3. The national curriculum, reflecting the Timorese multilingual and multicultural society, recognizes the use of the first language of the students as an instrument of effective access to the curricular content of this area of knowledge, when necessary.
4. The linguistic progression will be facilitated by the organization of sessions to strengthen the orality of the language to be introduced, aimed at ensuring a faster and more efficient progression from the first language of the student to the official languages.

Article 12 **Scientific development**

1. Scientific development aims to develop the capacity for logical-deductive reasoning and critical and abstract thinking, allowing students to express their opinions built from the exploration of the world around them.
2. Scientific development shall take the form in particular of:
 - a) In mathematics teaching, during the first cycle it focuses on the development of logical reasoning, the acquisition of techniques for problem solving and the ability to think in abstract terms so that, at the end of the second cycle, the student has the ability to question, create hypotheses and find answers to more complex mathematical questions;
 - b) In the teaching of the natural sciences, whose initial focus is the learning of scientific research methods to be applied during the second cycle to the Timorese context, allowing students to better understand scientific concepts;
 - c) In social science teaching, which aims to develop during the first cycle the capacity to participate in discussions about the recent past, present and future, and to examine, in the light of their experiences, the possible impact of their personal actions on the social and environmental issues.

Article 13 **Personal development**

1. Personal development aims to foster pupils' understanding of themselves and others by developing the skills, attitudes and qualities necessary for them to live healthy, productive and creative lives.
2. Personal development takes the form of:
 - a) In the teaching of art and culture, which begins with the appreciation of the diversity and richness of the cultural heritage and national identity, as well as the creativity and connection with others and the environment surrounding the students, so that in the end of the second cycle, students understand the traditional arts, traditions and practices related to a sustainable life and to community and national unity;
 - b) In health education, which focuses on the development and practice of healthy attitudes and habits by students, their families, schools and communities;

c) In physical education, which aims to give students the opportunity to build positive attitudes towards physical exercise and sport, by developing their motor skills and coordination, individually and as a team;

d) In religious education, which focuses on teaching about religions and the religious diversity of the human being, thus contributing to the ethical and moral formation of the student and the development of his spirit of tolerance.

Article 14 **Dual language function**

1. Language represents an essential area of knowledge of the curriculum and serves as an instrument for teaching the other components of the curriculum.

2. The choice of the language of instruction follows the progressive teaching of languages as provided for in Article 11 (2), using the first language of the pupils as a means of supporting communication where necessary.

3. A gradual progression from Tetum to Portuguese is guaranteed, so that the latter is the main target language for literacy and instruction in the third cycle of basic education and that at the end of primary education pupils have acquired a similar level of knowledge of both official languages.

4. The Government member responsible for education establishes, by ministerial decree, specific guidelines for the implementation of the language progression plan, in order to ensure a methodical application of quality of the different languages in the first and second cycles of education, to thus promote the students' academic success.

Article 15 **Supporting materials**

1. The Government member responsible for education has a duty to develop and guarantee access to quality materials to support the implementation of the curriculum.

2. Support materials include pedagogical programmatic guidelines, tools for implementing participatory methodologies, additional reading books, and are available in the two official languages.

3. In addition to printed material, the necessary tools for the development of sport, art and culture activities, including music, and scientific development experience, are support materials.

Section II **Curriculum Management**

Article 16 **Management**

1. The management of the curriculum of each school or group is the responsibility of the respective administrative and management bodies, which are responsible for developing the mechanisms they deem appropriate for this purpose in close consultation and collaboration with teachers.

2. In the management of the curriculum they take special importance:

a) The creation of the necessary conditions to guarantee the academic success of the pupils, under conditions of equality, in particular through the implementation of strategies to meet the special educational needs;

b) The implementation of collective activities among students;

c) The use of local materials freely available in the community;

d) The value of collaborative practices among teachers;

e) promoting partnerships between educational establishments, in particular with a view to maximizing human and material resources;

f) The participation of teachers, managers and administrators in technical-pedagogical activities to support the practical implementation of the curriculum.

Article 17 **Responsibilities of the teacher**

1. The teacher is the primary agent in the implementation of the national basic curriculum, who is responsible for preparing classes based on teaching plans, for teaching them, for assessing student learning, for developing and implementing specific actions for support school success, and maintain a constructive and regular dialogue with the student and his / her family or guardians.

2. Teaching in the first cycle is carried out by a single teacher, such as the teacher in charge of the class, but the curricular components of art and culture, religion and physical education can be taught by other teachers. teacher responsible for coordinating the lessons, accompanying them and supporting the assessment process to ensure the integrated assessment of the pupils under their responsibility.

3. Teaching in the second cycle develops predominantly under a master's degree by area of knowledge, but the curricular components can be implemented by other teachers. In this case, it is the responsibility of the teacher in the knowledge area to coordinate the teaching of its curricular components and supporting the development and implementation of the evaluation of students under its responsibility.

4. Teachers should use pedagogical support techniques indicated by the member of the Government responsible for education, through a ministerial diploma.

5. The techniques mentioned in the previous number aim to promote the quality in the implementation of the curriculum, and include the organization of a class library, suggestion box and framework of excellence.

Article 18

Organization of school time

1. The Government member responsible for education proposes by ministerial decree, to educational institutions, a model of the organization of teaching time with the following elements:

- a) Start time and end of school day;
- b) Division of the school day, with determination of the time of the class sessions;
- c) Distribution of the curricular components per week according to the hours of the curricular matrices.

2. Teaching establishments, within the scope of their autonomy, provided for in article 4, may prepare a proposal for the organization of the time of school other than that provided for in the preceding paragraph, and submit it to the member of the Government responsible for education, in order to homologation.

3. The proposal presented by the establishment must be approved in advance by the Pedagogical Council or consultation body, if it is in operation, and must be

submitted three months before the beginning of the school year.

4. The purpose of the approval provided for in paragraph 2 is to certify that the proposal of the educational institution respects the minimum weekly working hours of each area of knowledge, as well as the total workload to be fulfilled in the school year.

5. The Government member responsible for education establishes, by ministerial decree, guidelines to be taken into account by primary education establishments when drawing up the proposal provided for in paragraph 2.

6. Exceptions to the provisions of the preceding paragraphs are changes to the organization of temporary teaching time, lasting less than four months.

Article 19

Extracurricular activities

1. As an essential instrument for the implementation of the curriculum in accordance with its guiding principles, extra-curricular collective activities are developed that aim at creating a sense of community within the school and an awareness of the student's responsibility to the school, community and the nation.

2. The development of individual and group reinforcement activities is also an integral part of curriculum management for students who need support to achieve learning outcomes, including pupils with special educational needs.

3. The student's participation in these activities is mandatory, and the days dedicated to extracurricular activities are considered as school days.

Section III

Student Assessment

Article 20

Purpose and goals

1. The evaluation is a regulatory process of teaching, guiding the school course and certifying the acquired knowledge and skills developed by the student.

2. The purpose of the assessment is the student's ability to perform the predetermined indicators of the curricular components of each school year.

3. The main objectives of the evaluation are:

- a) Support the student's individual learning process;
- b) To give the student the opportunity to demonstrate his level of knowledge and aptitude in relation to each curricular component in a fair, regular and adequate way during the academic year;
- c) Keep the pupil and his / her family informed of the progress made in relation to the expected learning outcomes within the educational program.

4. The evaluation also aims to support the assessment of the state of education, rectify procedures, readjust the teaching of the different curricular components to the determined learning outcomes, and serve as a source of information for the revision of the formative actions on the national basic curriculum.

Article 21 Actors

1. The teacher in charge of the class, the teachers responsible for the areas of knowledge and curricular components and the student are the main players in the evaluation process.

2. The person responsible for coordinating the implementation of the curriculum in the educational institution or school group participates in the evaluation process of the 6th year of schooling, as the final year of the second cycle.

Article 22 Methods of assessment

The evaluation of learning includes the modalities of formative evaluation, final exam and summative assessment.

Article 23 Training assessment

1. The formative evaluation assumes a continuous and systematic character throughout the academic year and has the following functions:

- a) diagnostic, allowing the teacher, the student, the caretaker to obtain information about the development of learning, with a view to defining and adjusting processes and strategies;

b) serve as a determining factor for student progress.

2. The formative evaluation makes use of a multiplicity of instruments of information collection, namely:

- a) Formal assessment methods, including observation of the student's execution of program parts of the curriculum components according to predefined methods, exercise analysis, development of practical projects and tests related to specific units of the curricular components;
- b) Informal evaluation methods, such as occasional daily observations that can give rise to immediate interventions in order to positively influence the learning process.

3. The formative evaluation is carried out regularly and is usually compiled at the end of the teaching period, according to the school calendar.

4. The formative evaluation materializes:

- a) Descriptively in the 1st and 2nd years of schooling, expressed in the values "reached independently", "reached with support", "started to reach" and "not yet reached";
- b) Quantitatively during the 3rd, 4th, 5th and 6th years of schooling, on a scale of 0 to 10.

Article 24 Final Proof

1. From the 3rd year of basic education, a final exam will be held in the last period of the school year, with the purpose of collecting information about the knowledge acquired during the year, on a scale of 0 to 10.

2. The final exam of the 6th year, which is the final year of the second cycle, focuses on the subject of the curricular components of all the years that make up this cycle.

3. The final exam is carried out within the scope of the school group, with responsibility for its preparation, implementation and correction:

- a) the teacher in charge of the curricular component for the 3rd, 4th and 5th years of schooling;
- b) the person responsible for coordinating the implementation of the curriculum, in agreement

with the teacher responsible for the curricular component, for the 6th year of schooling.

Article 25 **Summative assessment**

1. Summative assessment results in the formulation of a global judgment on student learning, and aims to classify and certify completion of the school year.

2. The summative assessment is carried out once a year at the end of the school year and results in:

a) in the 1st and 2nd years of schooling of basic education, of the overall appreciation of the formative evaluation, thus valuing the participation and the effort of the student;

b) in the remaining years of elementary education, of the assessment of the values obtained in the formative evaluation and the final exam of the year, which represent, respectively, 60% and 40% of the final evaluation of the student.

3. The summative evaluation is internal in nature, being the total responsibility of the management and administration of the educational institution or grouping.

4. The summative evaluation is materialized:

a) Descriptively in the 1st and 2nd years of schooling, expressed in the amounts referred to in Article 23 (4) (a);

b) Quantitatively during the 3rd, 4th, 5th and 6th years of schooling, on a scale of 0 to 10.

Article 26 **Progression**

1. The evolution of the educational process of the students assumes a cycle logic, progressing to the immediate cycle the student who has acquired the knowledge and developed the skills defined for the terminal year of the cycle, after having successfully completed each year of previous schooling.

2. Student progression or retention is based on objective standards in order to ensure a uniform and fair assessment by different teachers, while allowing flexibility to respond to exceptional cases.

3. In the 1st and 2nd years of schooling, progression is determined by the summative assessment of the essential learning outcomes of the area of knowledge

of language development according to the following parameters:

(a) pupils who achieve a satisfactory level in relation to half or more than half of the essential learning outcomes progress to the next year of schooling;

b) Students who obtain satisfactory values for 40 to 50% of the essential learning outcomes advance to the following year of schooling if the teacher in charge of the class makes a positive judgment, considering the satisfactory evaluation of the other curricular components, and understanding that the student demonstrated potential to achieve the results of the following year;

c) Students who obtain satisfactory values in relation to less than 40% of the essential learning results, which results in lack of reading and / or writing skills, are retained in the same year of progression of a student with special educational needs, despite the results below this average.

4. The evaluation of the results of learning is considered satisfactory when the student demonstrates the ability or potential to achieve the expected learning result, represented by the values of "started to reach", "reached with support" and "reached independently";

5. At the 3rd, 4th, 5th, and 6th years of schooling, the progression is determined by the average of the summative evaluation relative to all the curricular components, progressing to the following year the students that obtain a value average of 5 or more.

6. All decisions regarding student retention in the current school year for failing to meet the values set forth in this article must be substantiated, containing a detailed explanation of the student's development and the estimated causes that resulted in their retention.

7. The annual certificate of completion and diploma of completion of the cycle is issued by the management and administration of schools and groups, according to the judgment on completion of the year of schooling and the cycle contained in the student's annual assessment report. Article 27 Promotion of school success 1. In promoting school success for all students on an equal footing, teachers should:

a) Identify, during the school year, the students who are at risk of not achieving the expected learning outcomes, determine and implement the

necessary measures to address the deficiencies detected in the student's school performance, namely the implementation of individualized support sessions and in groups and the possibility of extending the school calendar;

b) Develop for students who are retained an individualized plan to respond to the student's difficulties, identifying actions to be developed to support their success in school in the future.

2. In order to ensure the integration of pupils with special educational needs into the education system, teachers shall develop alternative assessment methods, giving pupils the opportunity to complete the curriculum according to their abilities.

Article 28

Registration and publication of the evaluation

1. The student's assessment is recorded in an individualized report which, in addition to information on the progress of the learning outcomes of the curricular components, should include information about the pupil's general behavior, his / her punctuality and attendance, and his or her social and emotional development.

2. The pupil's individualized report is carried out at the conclusion of the periods according to the school calendar.

3. The model of the evaluation report referred to in paragraph 1 shall be approved by a ministerial decree of the member of the Government responsible for education.

4. The dialogue with the student and his / her family or other responsible persons is an integral part of the evaluation process, allowing the student access to updated and regular information about the progress of his / her learning and sharing with the student's family information about their development in the school environment.

5. The communication referred to in the previous number is carried out regularly in the preparation of the evaluation report of the period, and additional communications may be made when the student has special educational needs.

6. The individual evaluation of the students is confidential and can be accessed only by the assessment participants, the student's family and those responsible for the school management and administration structures.

7. Education officers may also have access to the assessments of pupils when necessary to monitor school performance or to conduct studies on public policies relevant to the education system.

CHAPTER III

FINAL AND TRANSITIONAL PROVISIONS

Article 29

Implementation of the curriculum

1. The National Basic Curriculum for the first and second cycles of basic education will be implemented as of the school year 2015.

2. The Government member responsible for education can decide, through a ministerial decree, that the national basic curriculum be implemented in a phased manner, starting in 2015 only with the implementation of the first cycle.

3. The availability of support material printed in the two official languages s progressively implemented according to the existing degree of need.

Article 30

Supervision of curriculum implementation

1. The monitoring of the implementation of the national basic curriculum represents an important instrument for ensuring the quality of the curriculum as well as an element of the accreditation and evaluation system of basic education.

2. The purpose of supervision is to assess school performance relative to curriculum learning outcomes.

3. The organs of the member of the Government responsible for the area of education with competence to supervise the implementation of the curriculum coordinate with each other and determine, in concert with school management and administration, a system to ensure timely and effective supervision.

Article 31

Specialized training of teachers

1. The public institution responsible for the training of teachers in the first and second cycles of basic education has the duty to develop and implement a specific training program as part of the continuous and specialized training of teachers in order to

support the implementation of the national curriculum provided for in this statute.

2. The training program on the national basic curriculum shall include offers of participation to teachers of private and cooperative institutions that are part of the public service education network.

Article 32
Regulation

The regulations expressly provided for in this Decree-Law, necessary for the implementation and development of the standards contained therein, must be approved within 90 days of the date of entry into force of the diploma.

Article 33
Organization of the academic time for the year 2015

For the year 2015, the proposals of the educational establishment on the organization of teaching time in accordance with Article 18 (2) shall be submitted not later than one month before the start of the school year.

Article 34
Entry into Force

This Decree-Law shall enter into force on the day following the day of its publication.

Approved by the Council of Ministers on 17 June 2014.

The Prime Minister,

Kay Rala Xanana Gusmão

The Minister of Education,

Bedito dos Santos Freitas

Promulgated on 11/24/2014

To be published.

The President of the Republic,

Taur Matan Ruak

ANNEX I
Curricular Matrix of the First Cycle of the Basic School
(referred to in Article 10)

Knowledge Area	Curricular Component (Subject)	Number of Hours per week (a)				
		Grade 1	Grade 2	Grade 3	Grade 4	Total for Cycle
Linguistic Development	Literacy - Tetum	400	400	400	400	1600
	Literacy - Portuguese					
	Oral Language Consolidation	50	50	50	0	150
Scientific Development	Mathematics	250	250	250	250	1000
	Natural Science	150	150	150	150	600
	Social Science	150	150	150	150	600
Personal Development	Art and Culture	100	100	100	100	400
	Health	50	50	50	50	200
	Physical Education	50	50	50	50	200
	Religious Education	50	50	50	100	250
Time to complete per week (a)		1250	1250	1250	1250	5000
Time to complete in school year (in hours) (b)		750	750	750	750	3000

(a) Weekly tuition load in minutes, referring to class time.

(b) School levies per year in hours, according to the number of school days provided for in Article 5.

ANNEX II
Curricular Matrix of the Second Cycle of the Basic School
(referred to in Article 10)

Knowledge Area	Curricular Component (Subject)	Number of Hours per week (a)		
		Grade 5	Grade 6	Total for Cycle
Linguistic Development	Literacy - Tetum	200	200	200
	Literacy - Portuguese	200	200	200
Scientific Development	Mathematics	250	250	500
	Natural Science	150	150	300
	Social Science	150	150	300
Personal Development	Art and Culture	100	100	200
	Health	50	50	100
	Physical Education	50	50	100
	Religious Education	100	100	200
Time to complete per week (a)		1250	1250	2500
Time to complete in school year (in hours) (b)		750	750	1500

(a) Weekly tuition load in minutes, referring to class time.

(b) School levies per year in hours, according to the number of school days provided for in Article 5.