



Year 8 Assessment Handbook 2023



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INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

**Creating Our Future
Toormina High School
Armstrong Drive
Toormina NSW 2452**

and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

What should I be aiming to achieve?

- ◇ The best possible results for my courses.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Record of School Achievement.
- ◇ It is necessary for the completion of the mandatory curriculum requirements for years 7 and 8 for students to be eligible for a Record of School Achievement.

What are the responsibilities of Year 7 students?

Year 7 students should:

- ◇ Complete each assessment task and class exercises to the best of their ability
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes
- ◇ Follow all the procedures outlined in this booklet

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- ◇ Achieved some or all the course outcomes
- ◇ Seriously attempted all assessment tasks.

What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

How are grades awarded in my school report?

You will receive a grade against the course outcomes studied each semester, the overall effort and approaches to learning.

Course Outcomes

The course outcomes are based on NSW Education Standards Authority subject outcomes, which are available in the syllabus documents on the NESA website.

Overall Achievement

Achievement	Grade	Achievement Description
Outstanding	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these to new situations.
High	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Overall Effort

Effort	Grade	Effort Description
Excellent	A	The student completes all set tasks and homework and actively participates in all class activities.
Good	B	The student attempts and completes most set tasks and homework. The student participates in all class activities.
Satisfactory	C	The student completes some class tasks and some homework. The student participates in most class activities.
Below Standard	D	The student attempts some class tasks, with tasks and homework often incomplete. The student occasionally participates in class activities.
Unsatisfactory	E	The student attempts very few class tasks, and homework is rarely completed. The student seldom participates in class activities.

Approach to Learning

This demonstrates students' approach to their learning and work habits using the scale *Consistently, Usually, Sometimes and Rarely*.

Are other class exercises and homework important?

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades.

Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study.

How much warning will I be given for an assessment task?

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that the receipt is noted.

What if I am absent from an assessment task?

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "**APPLICATION FOR MISADVENTURE / ILLNESS / OTHER**" You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason.

This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**" **PRIOR** to the assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the Principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

What if I hand in a task late?

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed “**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**”. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

Where else can I get information regarding assessment?

Students can access information from the NSW Education Standards Authority (NESA) website and can also speak to their teachers and Careers Adviser for further assistance

Calendar

Term 1	1	
	2	
	3	
	4	
	5	Science
	6	Gumbaynggirr
	7	
	8	Maths
	9	PDHPE
	10	English
	11	History, Visual Arts
Term 2	1	
	2	
	3	Tech
	4	Exams - Gumbaynggirr, Maths, English, Science
	5	
	6	
	7	History
	8	
	9	
	10	Visual Arts
Term 3	1	
	2	
	3	
	4	
	5	PDHPE
	6	Gumbaynggirr
	7	Tech, Science
	8	English
	9	Maths
	10	History
Term 4	1	
	2	Visual Arts
	3	
	4	
	5	Exams – Gumbaynggirr, PDHPE, Maths, English, History, Science
	6	
	7	
	8	
	9	
	10	Tech

English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Speaking Task Topic: The World Around Us	Half Yearly Examination Topic: Everyone Has A Story	Essay Topic: Why Do We Still Study Shakespeare?	Yearly Examination Topic: Genre Study	
	Term 1, Week 10	Term 2, Week 4-5	Term 3, Week 8	Term 4, Weeks 5-6	
	Outcomes Assessed: EN4 – 2A EN4 – 7D EN4 – 9E	Outcomes Assessed: EN4 – 1A EN4 – 4B EN4 – 6C	Outcomes Assessed: EN4 – 1A EN4 – 3B EN4 – 7D	Outcomes Assessed: EN4 – 2A EN4 – 3B EN4 – 4B EN4 – 8D	
Total %	25	25	25	25	100
Outcomes:					
EN4 – 1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure					
EN4 – 2A effectively uses a widening range of processes, skills, strategies, and knowledge for responding to and composing texts in different media and technologies					
EN4 – 3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences, and contexts					
EN4 – 4B makes effective language choices to creatively shape meaning with accuracy, clarity, and coherence					
EN4 – 5C thinks imaginatively, creatively, interpretively, and critically about information, ideas and arguments to respond to and compose texts, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts					
EN4 – 6C identifies and explains connections between and among texts					
EN4 – 7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it					
EN4 – 8D identifies, considers, and appreciates cultural expression in texts					
EN4 – 9E uses, reflects on, and assesses their individual and collaborative skills for learning					

Gumbaynggirr Language

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project	Half Yearly Examination	Oral Presentation	Course Examination	
	Term 1, Week 6	Term 2, Week 4-5	Term 3, Week 6	Term 4, Week 5-6	
	Outcomes assessed 4.UL.2 4.UL.4	Outcomes assessed 4.UL.2	Outcomes assessed 4.MBC.1 4.UL.3	Outcomes assessed 4.UL.1 4.UL.2 4.UL.3	
Total %	20	30	20	30	100
Outcomes:					
4.MBC.1 demonstrates understanding of the interdependence of language and culture					
4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately					
4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately					
4.UL.3 establishes and maintains communication in familiar situations					
4.UL.4 experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively					

History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Archaeological skills research task	Museum Research and Display	Medieval Europe research task	Yearly Examination	
	Term 1 Week 11	Term 2 Week 7	Term 3 Week 10	Term 4 Week 5-6	
	Outcomes assessed HT4-1 HT4-6	Outcomes assessed HT4-5 HT4-8 HT4-9	Outcomes assessed HT4-3 HT4-10 HT4-4	Outcomes assessed HT4-2 HT4-7	
Investigating the Ancient Past	25				25
The Mediterranean World		25			25
The Western and Islamic World			25		25
The Asia-Pacific World				25	25
Total %	25	25	25	25	100
Outcomes:					
HT4-1: describes the nature of history and archaeology and explains their contribution to an understanding of the past					
HT4-2: describes major periods of historical time and sequences events, people and societies from the past					
HT4-3: describes and assesses the motives and actions of past individuals and groups in the context of past societies					
HT4-4: describes and explains the causes and effects of events and developments of past societies over time					
HT4-5: identifies the meaning, purpose and context of historical sources					
HT4-6: uses evidence from sources to support historical narratives and explanations					
HT4-7: identifies and describes different contexts, perspectives and interpretations of the past					
HT4-8: locates, selects and organises information from sources to develop an historical inquiry					
HT4-9: uses a range of historical terms and concepts when communicating an understanding of the past					
HT4-10: selects and uses appropriate oral, written, visual and digital forms to communicate about the past					

Mathematics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Rich Learning Task In-class assessment	Reference Assisted Test	Independent Research Task	Yearly Examination	
	Term 1 Week 8	Term 2 Week 4 - 5	Term 3 Week 9	Term 4 Week 5 & 6	
	Outcomes Assessed MA4-1MW MA4-2MW MA4-17MG MA4-18MG	Outcomes Assessed MA4-2MW MA4-8NA MA4-12MG MA4-13MG MA4-21SP	Outcomes Assessed MA4-1MW MA4-2MW MA4-3MW MA4-19SP MA4-20SP	Outcomes Assessed MA4-1MW MA4-2MW MA4-3MW MA4-6NA MA4-9NA MA4-10NA	
Total %	20%	30%	20%	30%	100 %

Outcomes:

MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

MA4-2WM applies appropriate mathematical techniques to solve problems

MA4-3WM recognises and explains mathematical relationships using reasoning

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

MA4-6NA solves financial problems involving purchasing goods

MA4-7NA operates with ratios and rates, and explores their graphical representation

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines

MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays

MA4-20SP analyses single sets of data using measures of location, and range

MA4-21SP represents probabilities of simple and compound events

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Weighting %
	Party Safe Assessment task	Practical	Classwork	Creative dance assessment	Practical	Classwork	Yearly Exam	
	Term 1 Week 9	Semester 1	Semester 1	Term 3 Week 5	Semester 2	Semester 2	Term 4 Week 5-6	
	PD4-PD4-7	PD4-4, PD4-5, PD4-6, PD4-8, PD4-10, PD4-11	PD4-1, PD4-2, PD4-6, PD4-7, PD4-9	PD4-4, PD4-5, PD4-8, PD4-9, PD4-10, PD4-11	PD4-4, PD4-5, PD4-6, PD4-8, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9, PD4-10	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9, PD4-10	
Total %	20	25	5	15	10	5	20	100

Outcomes:

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research task	Half Yearly examination	Student research project	Yearly examination	
	Term 1, Week 5	Term 2, Week 4 - 5	Term 3, Week 7	Term 4, Week 5-6	
	Outcomes SC4-5WS,7WS,9WS.	Outcomes SC4-4WS,5WS,7WS,11PW,12ES,14LW,15LW,16CW	Outcomes SC4-5WS,6WS,7WS,9WS	Outcomes SC4-7WS,8WS,9WS,11PW,13ES,16CW,17CW.	
Knowledge		10	5	20	35
Skills	15	5	15	5	40
Book/topic tests/Practical		12.5		12.5	25
Total %	15	27.5	20	37.5	100

Outcomes:

SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.

SC4-5WSCollaboratively and individually produces a plan to investigate questions and problems

SC4- 6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4- 7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW describes the action of unbalanced forces in everyday situations

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

SC4- 13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

SC4-14LW relates the structure and function of living things to their classification, survival, and reproduction

SC4-15LW explains how new biological evidence changes people's understanding of the world

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

SC4-17CWexplains how scientific understanding of, and discoveries about, the properties of elements compounds and mixtures relate to their uses in everyday life

Technology Mandatory

Components	Task 1	Task 2	Task 3	Weighing %
	Practical component & E-Folio	Practical component & E-Folio	Practical component & E-Folio	
	Term 2 – Week 3	Term 3 – Week 7	Term 4 – Week 10	
	Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Total %	35	35	30	100
Outcomes:				
TE4-1DP designs, communicates, and evaluates innovative and creative solutions to authentic problems or opportunities				
TE4-2DP plans and manages the production of designed solutions				
TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects				
TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language				
TE4-5AG investigates how food and fibre are produced in managed environments				
TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating				
TE4-7DI explains how data is represented in digital systems and transmitted in networks				
TE4-8EN explains how force, motion and energy are used in engineered systems				
TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions				
TE4-10TS explains how people in technology related professions contribute to society now and into the future				
TE4-13 evaluates the impact activities related to food on the individual, society, and the environment				

Visual Arts

Components	Task 1	Task 2	Task 3	Weighting %
	Submit a series of individual ceramic objects with a visual art process diary for marking. (VAPD & Theory)	Submit a series of individual drawings and paintings with a visual art process diary for marking. (VAPD & Theory)	Submit a series of individual street art and visual design images with a visual art process diary for marking. (VAPD & Theory)	
	Topic 3D Designs	Topic 2D Designs	Topic Street Art	
	Term 1 Week 11	Term 2 Week 10	Term 4 Week 2	
	Outcomes Assessed 4.1 - 4.10	Outcomes Assessed 4.1 - 4.10	Outcomes Assessed 4.1 - 4.10	
Art making	20	20	20	60
Art Criticism and Art History	10	15	15	40
Total %	30	35	35	100
Outcomes:				
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks			
4.2	explores the function of and relationships between artist – artwork – world – audience			
4.3	makes artworks that involve some understanding of the frames			
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts			
4.5	investigates ways to develop meaning in their artworks			
4.6	selects different materials and techniques to make artworks			
4.7	explores aspects of practice in critical and historical interpretations of art			
4.8	explores the function of and relationships between the artist – artwork – world – audience			
4.9	begins to acknowledge that art can be interpreted from different points of view			
4.10	recognises that art criticism and art history construct meanings			

SAMPLE ASSESSMENT DOCUMENTS



TOORMINA HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

All Stage 6 Assessment Tasks are in printed in BLUE.

☐ Year 7/8

☐ Year 9/10

☐ Preliminary (Year 11

☐ HSC (Year 12)

COURSE:

TEACHER:

TASK NUMBER:

TASK WEIGHT: %

DATE OF NOTIFICATION:

DUE DATE:

Term and Week

Term Week

Task Description

Task Outcomes

Task Instructions

EQUIPMENT or RESOURCES: *(List any)*

Task Submission

Students must complete assessment task submission form and submit with task as indicated below:

- ☐ Front office – by 9 am due date
- ☐ In-class assessment e.g., test, performance, oral/speeches
- ☐ Electronic submission - by 9 am due date
- ☐ Larger projects e.g., Art, TAS as advised by faculty

Rubric/Marking Criteria

Students are reminded that this is a formal Assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to **telephone the school on the due day and support this with a medical certificate or appropriate documentation on your first day back at school. An application for misadventure-illness must also be completed. The Principal will determine the approval of this application. Absence without an explanation** will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' award notification. The task must still be completed and submitted to meet NESA requirements.



TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION

Course:

Student Name:

Teacher's Name

Date Due:

Date Handed in:

Assessment Title:

Assessment Task Number:

**Number of Pages
(not including cover sheet)**

Teacher who marks the Assessment Task to fill in the following

Feedback

Mark:

Rank: (If Stage 6)

Marker's Comments

Marker's Signature

Date:

All My Own Work Declaration

By completing and handing in an assessment task I am certifying that it is all my own work; no one else (including tutors, family or friends) completed the work for me. I have referenced any work used from other sources and have not plagiarised the work of others.

Student signature:

I have kept a copy of my task: Yes / No

Receipt of Submission

Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.



APPLICATION FOR MISADVENTURE / ILLNESS / OTHER

☐ Year 7/8

☐ Year 9/10

Course:

Teacher's Name:

Student Name:

Due date:

Date handed in:

Assessment task:

Application category

☐ Illness, accident or misadventure

(please tick one)

☐ Approved school leave/commitment

☐ Other

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent

Student's Signature: :

Date

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation:

Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ Estimate to be given
- ☐ Approve extension without penalty

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY



TOORMINA HIGH SCHOOL

REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK

☐ Year 7/8

☐ Year 9/10

Student Name:

Date Due:

Course:

Teacher's Name

Assessment Task:

Details of Request:

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent:

Student's Signature:

Date:

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation:

Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ Estimate to be given
- ☐ Approve extension without penalty

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY