



# BI-WEEKLY BULLETIN

CELEBRATING THE COMMUNITY

**2023-2024**

19 April - 2 May 2024



# WHAT'S

## INSIDE THIS ISSUE:

**01** DEAN'S ARTICLE

---

**02** IA SUCCESS CAMP

---

**03** PRIMARY CHINESE LANGUAGE CURRICULUM

---

**04** Y8 IMMERSION WITH TANJONG KATONG SECONDARY SCHOOL

---

**05** HIGHLIGHTS

---

**06** ACKNOWLEDGEMENT

---

**07** ANNOUNCEMENT

---

**08** UPCOMING EVENTS

---



## DEAN'S ARTICLE

### **Fostering a Positive Classroom Environment: The Collective Endeavor**

The classroom is more than a place of learning - it's a place where young minds are nurtured to grow into future leaders, thinkers, and good citizens. A positive classroom environment is foundational to this developmental journey. It is an environment characterised by mutual respect, encouragement, and engagement, where each student feels valued and motivated to learn.

#### **The Importance of a Positive Classroom Environment**

The significance of a positive classroom environment on students' learning and overall well-being is profound and well-documented. According to a study published in the Review of Educational Research states that such an environment not only elevates academic outcomes but also positively influences students' attitudes and behaviors towards learning. Key to this is the enhancement of student engagement, motivation, and confidence - which are fostered by a sense of belonging and support within the classroom. This connects students more deeply to their educational journey and encourages active participation and a keen interest in the curriculum process.

The relationship between students and teachers is central to creating this positive atmosphere, as evidenced by research like the study by Pianta and Allen in 2008. It shows how positive teacher-student relationships are crucial for academic success, laying the groundwork for improved learning outcomes. Moreover, such an environment serves as a nurturing space for developing of important social skills, offering students numerous opportunities for socialisation, cooperation, and conflict resolution. These experiences are invaluable for students to learn how to navigate social dynamics and collaborate with others effectively.

Additionally, the impact of a supportive educational setting extends to students' mental health, significantly reducing anxiety and depression, as discussed by the Child Mind Institute. Prioritising emotional well-being and creating a safe space for students to express themselves contributes to their intellectual and emotional resilience. Ultimately, cultivating a positive classroom environment is a comprehensive effort that champions academic success and fosters personal growth and social proficiency among students, preparing them for a fulfilling life beyond school.

#### **Building a Positive Classroom is a Community Effort**

Creating and sustaining a positive classroom environment is a collective responsibility of teachers, involving the entire school community, including students and non-academic staff.



## DEAN'S ARTICLE

**Teachers**, as the main person of the classroom experience, maintain an atmosphere that respects and cherishes each student's unique contributions. By adopting a variety of teaching strategies tailored to the diverse needs of their students, teachers ensure inclusivity and engagement. This nurturing environment, where constructive feedback and student achievements are celebrated, encourages every student to participate fully and confidently in their educational journey.

**Students**, on their part, play a fundamental role in shaping this positive environment. Their practices of kindness and respect towards peers and educators, active participation in classroom activities, and efforts to cultivate an inclusive culture are critical. This dynamic, built on the foundation of student enthusiasm and cooperation, fosters a community where all feel valued and empowered to contribute to the learning process. The sense of belonging and mutual respect among students enhances the classroom atmosphere and encourages a deeper engagement with the educational material and with one another.

The contribution of **non-academic staff members** - administrators, school counsellors, and other support personnel - cannot be overlooked. They work hard to make rules and build a school system that helps students grow in all ways and make the school a safe place to learn.

In conclusion, a positive classroom environment is the cornerstone of effective education. It is the soil in which seeds of knowledge, skills, and values are sown and nurtured to maturity. This environment is sustained not just by the policies and practices put in place but, more importantly, by the daily interactions within the school community. By creating this kind of environment, we pave the way for not only academic success but also for the development of well-rounded sons and daughters equipped with many skills and good values to make a positive impact to the world.



Let us continue to make NHJS a place where mutual respect and encouragement flourish, most importantly to nurture everyone - fostering not only a high standard of academic excellence but also character.

Shared by

**Mr Jorge D. Alcantara**

Deputy Dean for Curriculum



## IA SUCCESS CAMP

### Reflecting on the Success of the IA Revision Camp:

#### Empowering Academic Excellence

We are delighted to share with you the outcomes of the recently concluded Internal Assessment (IA) Revision Camp, which took place from April 3rd to April 5th and April 16th to April 19th, 2024. This comprehensive initiative was tailored to support students preparing for the International General Certificate of Secondary Education (IGCSE), Advanced Subsidiary (AS), and Advanced Level (A-Level) examinations.

Throughout the duration of the IA Revision Camp, students immersed themselves in a dynamic learning environment designed to optimize their preparation for the upcoming assessments. Guided by experienced teachers and subject facilitators, participants engaged in a variety of activities and workshops aimed at enhancing their understanding, refining their skills, and bolstering their confidence.

One of the hallmarks of the IA Revision Camp was its emphasis on personalized learning experiences. Recognizing that each student possesses unique strengths and areas for improvement, our dedicated teachers and subject facilitators crafted tailored study plans and provided individualized support to ensure that every participant received the guidance they needed to excel.

Practice sessions and mock assessments were integral components of the IA Revision Camp, allowing students to familiarize themselves with exam formats and refine their exam-taking strategies. These simulations not only helped alleviate anxiety surrounding the examinations but also instilled a sense of preparedness and resilience among participants.

Beyond academic pursuits, the IA Revision Camp also prioritised the holistic well-being of students. Mindfulness sessions and stress-relief activities provided students with essential tools to manage academic pressures and maintain a healthy balance between studies and self-care.

As we reflect on the success of the IA Revision Camp, we extend our heartfelt gratitude to all students, parents, guardians, teachers and subject facilitators who contributed to its realisation. Your unwavering support and dedication played a pivotal role in creating an enriching and empowering experience for our students.

We aspire to equip our students with the knowledge, skills, and resilience needed to thrive in an ever-evolving world through initiatives such as the IA Revision Camp" through initiatives such as the IA Revision Camp.



## IA SUCCESS CAMP

Together, let us continue to inspire excellence and unlock the limitless potential that resides within each and every student. Thank you for your ongoing partnership and commitment to the success of our students.

Shared by

**Dr Visu Arumugam**

PIC of IA Success Camp



## PRIMARY CHINESE LANGUAGE CURRICULUM

### Approaches to teaching & learning CL in lower primary

When teaching Chinese to younger students, educators should use age-appropriate methods that combine dynamic and static methods to attract younger students. Here are some strategies and methods for this age group:

**Physical performance:** Have students respond physically to Chinese commands or instructions. For example, when playing the game "You Act and I Guess", the teacher gives Chinese vocabulary and the students act out the vocabulary. Or use simple dance movements to demonstrate vocabulary, etc., which can help deepen language understanding and memory.

**Storytelling and Songs:** Incorporate storytelling and songs into lessons to make learning Chinese enjoyable and memorable. Use picture books, puppets, or hand gestures to accompany stories and songs, helping students grasp vocabulary and sentence structures in context.

**Multisensory Activities:** Engage multiple senses through hands-on activities like crafting, cooking, or sensory play related to Chinese culture and language. For example, making Chinese paper lanterns, cooking simple Chinese dishes, or exploring traditional Chinese musical instruments enhances learning and cultural understanding.

**Role-Playing and Dramatisation:** Encourage role-playing and dramatisation activities where students take on different roles and engage in Chinese language scenarios, such as shopping at a market or ordering food at a restaurant. This fosters language production and communication skills in a fun and meaningful way.

**Repetition and Routine:** Establish a consistent routine with regular opportunities for repetition and review. Revisit previously learned vocabulary and structures through chants, games, or daily routines, reinforcing learning and building confidence over time.

**Cultural Immersion:** Introduce elements of Chinese culture, traditions, and celebrations into the curriculum to enrich students' understanding and appreciation of the language. Celebrate festivals like Chinese New Year, explore Chinese holidays, and showcase cultural artifacts to create a culturally immersive learning experience.

**Collaborative Learning and Peer Interaction:** Promote collaborative learning and peer interaction through group activities, pair work, and language games. Encourage students to communicate and collaborate in Chinese, fostering a supportive learning environment where they can learn from each other.



## CHINESE LANGUAGE CURRICULUM

Assessment through Playful Activities: Assess student progress through informal assessments embedded in playful activities and games. Observe students' participation, language use, and comprehension during interactive tasks, and provide feedback that encourages further language development.

By incorporating these approaches, educators can create a dynamic and engaging Chinese language learning environment that caters to the unique needs and interests of lower primary students.

对于低小的中文教学，教育工作者应该使用动、静结合，适合年龄段的方法，以吸引年幼的学生。以下是针对这个年龄段的一些策略及方法：



身体表演：让学生对中文命令或指示做出身体上的反应。比如玩“你来表演我来猜”的游戏，老师给出中文词汇，学生来表演词汇。或用简单舞蹈动作来演示词汇等，有助于加深语言理解和记忆。

故事和歌曲：将故事和歌曲融入课程中，让学习中文成为一种愉快且易于记忆的体验。使用图片书、木偶或手势来配合故事和歌曲，帮助学生在情境中掌握词汇和句子结构。



多感官活动：通过手工制作、烹饪或与中国文化和语言相关的感官游戏等多感官活动，激发学习者对语言的兴趣。例如制作中国纸灯笼、烹饪简单的中式菜肴或探索传统的中国乐器，加强学习和文化理解。

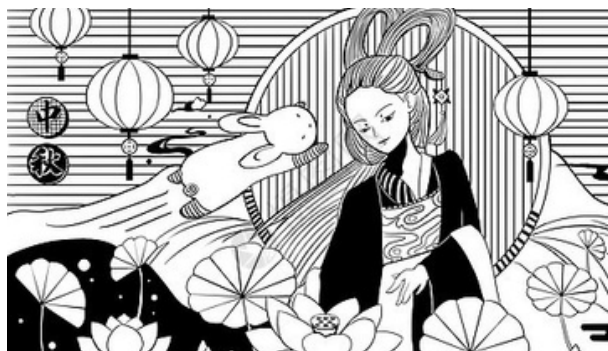
角色扮演和戏剧化：鼓励角色扮演和戏剧化活动，让学生扮演不同的角色，参与中文语境下的情景，如在市场购物或在餐厅点餐。这有助于培养学生的语言表达和交流能力，同时以有趣而有意义的方式学习。





## CHINESE LANGUAGE CURRICULUM

重复和常规：建立一个具有一致性的常规，定期提供重复和复习的机会。通过吟唱、游戏或日常活动，重新学习之前学过的词汇和结构，加强学习，逐渐建立信心。



文化渗透：将中国文化、传统和庆祝活动融入课程，丰富学生对语言的理解和欣赏。庆祝中国新年、探索中国节日，展示文化艺术品，营造文化沉浸式学习体验。

合作学习和同伴互动：通过小组活动、伙伴合作和语言游戏，促进合作学习和同伴互动。鼓励学生用中文交流和合作，营造一个支持性的学习环境，让他们相互学习。



通过有趣活动进行评估：通过嵌入有趣的活动和游戏进行非正式评估，评估学生的进展。在互动任务中观察学生的参与度、语言运用和理解能力，并提供鼓励进一步语言发展的反馈。

通过整合这些方法，教育工作者可以创建一个动态而引人入胜的中文学习环境，满足小学生独特的需求和兴趣。



## CHINESE LANGUAGE CURRICULUM

通过整合这些方法，教育工作者可以创建一个动态而引人入胜的中文学习环境，满足小学生独特的需求和兴趣。

Shared by

**Ms Wang Yajie**

Subject Specialist of Chinese Language (Primary)



## **Y8 IMMERSION WITH TANJONG KATONG SECONDARY SCHOOL**

### **Year 8 Immersion Program: A Cross-Cultural Experience**

NationalHigh Jakarta School recently played host to a two-day immersion program, welcoming students from Tanjong Katong Secondary School in Singapore. The program aimed to provide a platform for students to enhance their communication, teamwork, and social skills while gaining a deeper understanding and appreciation of different cultures.

The itinerary included a variety of activities designed to engage and educate the students. One such activity was Jumputan, an Indonesian cloth coloring technique. Students had the opportunity to learn this traditional art form, creating their own unique designs under the guidance of Ms Augustina and Mr Omar. Additionally, they immersed themselves in the vibrant sounds of Indonesian music, gaining insight into its cultural significance and even trying their hand at playing traditional instruments under guidance of Mr Waie.

A highlight of the program was the hands-on experience of making Nasi Tumpeng, a beloved Indonesian food dish. Working together, students learned about the ingredients and techniques involved in crafting this culinary masterpiece, fostering teamwork and collaboration in the kitchen.

Beyond the activities, the program aimed to facilitate connections between students from different backgrounds. By engaging in shared exchange of presentations and classes, students forged new friendships and broadened their perspectives.

As the program concluded, students departed with a deeper appreciation for the richness and diversity of Indonesian culture, as well as valuable skills and connections that will serve them well in their future endeavors. The Year 8 immersion program exemplified the power of cross-cultural exchange in fostering personal growth and understanding.

Shared by

**Mr Mans Bjarenas**

PIC of Y8 Immersion



# Y8 IMMERSION WITH TANJONG KATONG SECONDARY SCHOOL





# HIGHLIGHTS

## End-of-Year Review - Guidelines and Procedures

### The Basics



**Reporting Time**  
07 00




**Venue**  
Respective classrooms




**Attire**  
School uniform with ID card

### Things To Bring



**Small Bag**  
Transparent water bottle  
Simple snacks




**Stationery Items**  
Check with your subject facilitators. Your pencil case must be **transparent**.

### Procedures


- Go to your classroom.
- Unpack your things.
- Place your bag outside the room.
- Sit quietly at your assigned place.
- If you have a handphone and/or smartwatch with you, keep them in your bag.

### Toilet Break




- Go to the toilet before the start of the exam.
- A toilet break is allowed for exams that are **at least 1 h 15 min** long only.
- A toilet break in the last 15 min of an exam is **not** allowed.
- Inform the invigilator if you urgently need to use the toilet.

### Absence



If you fall ill and will not be able to sit for an exam, your parent must call the school and inform your mentor(s) by **7.00 a.m.** on the day of your absence.

### Make-up Exam



If you missed an exam, you will be *considered* to sit for a **make-up exam** after submitting some requirements.



# HIGHLIGHTS

## End-of-Year Review - Guidelines and Procedures

### Make-up Exam Requirements (Primary)

Reason for Absence	Required Documents	To Be Emailed To
Personal/Family Matter	Letter from parents stating the specific reason for absence	Mentor(s), Exam Committee
Sickness	Medical certificate stating the sickness	Mentor(s), Exam Committee Ms Lovian (School Nurse)

Email Addresses	
Exam Committee	examcomm@nh.piagetacademy.org
Ms Lovian	lovianharyono@nh.piagetacademy.org

Whether you will be allowed to sit for a make-up exam or not is **subject to approval** by the School Principal.

### Make-up Exam Requirements (Secondary)


Reason for Absence	Required Documents	To Be Emailed To
Personal/Family Matter	Letter from parents stating the specific reason for absence	Mentor(s), Exam Committee
Sickness	Medical certificate stating the sickness	Mentor(s), Exam Committee Ms Lovian (School Nurse)

Email Addresses	
Exam Committee	examcomm@nh.piagetacademy.org
Ms Lovian	lovianharyono@nh.piagetacademy.org

Whether you will be allowed to sit for a make-up exam or not is **subject to approval** by the School Principal.

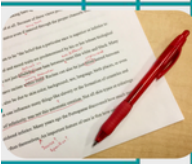
### Make-up Exam



The total marks for the make-up exam will be prorated to 95%.

Students who are absent without valid reason will be given a "zero" for the paper(s) they have missed.

### Review of Exam Papers



Students must attend classes when the exam papers are given out for checking after the exam.

A letter on this will be sent to parents.

## Scan the QR codes below for EYR 2023-2024 Timetables



Year 3



Year 4



Year 5



Year 6



Year 7



Year 8



Year 9



# ANNOUNCEMENT

As updated on 1 Apr 2024

## SCHOOL CALENDAR AY 2023-2024

### FEBRUARY

8/1 - 31/3	School Football Competition (SFSC)
7	Celebration of Chinese New Year
8	Ascension of the Prophet (Isra Miraj)
9	School Closed (Cuti Bersama)
10	Chinese New Year
14	Indonesia Presidential Election
17	TeenEagle (2nd online round)
19 - 21	English Fest AY2023-2024
24	Student Council : Fairgrounds
27/2 - 1/3	End-of-Year Review: Year 10

### MARCH

8/1 - 31/3	School Football Competition (SFSC)
27/2 - 1/3,	End-of-Year Review: Year 10
13 - 15, 25 - 28	
1	Years 10 & 11 : "Find Your Way" Coffee and Tea for Y10 Students and Parents
2	8th Chun Sun Cup Final & Awards Ceremony
2, 9, 16	JISMO Spring Competition
4	Student Council : Town Hall (2) - Mentor Time
4 - 8	Annual Musical Concert (Rehearsals)
8	Year 12: Asesmen Sumatif Sekolah (SMA) - Completion
9	Annual Musical Concert
11	Nyepi (Hindu New Year)
12	School Closed (Cuti Bersama)
13 - 15, 25 - 28	End-of-Year Review: Year 11 and Y12
13 - 15	Year 8: Immersion with TKSS
16 - 18	Year 7 Milestone Programme (Discovering Character Strengths)
16 - 24	Term 3 Holidays
17 - 24	Year 6: Immersion 2024
25	Start of Term 4
29	Good Friday
30	Student Council: Prom 2023-2024

### APRIL

1 - 5, 16 - 19	End-of-Year Review: Year 10, 11 & 12 Discussion and Review of Papers, and IA Success Camp
8 - 9	School Closed (Cuti Bersama)
10 - 11	Idul Fitri (PIAGET Academy Lebaran Holidays)
12, 15	School Closed (Cuti Bersama)
17	CAIE IGCSE Chinese Speaking Test
20	Year 10: Commencement Ceremony 2023-2024
	APMOPS 2024: First Round
22	Year 11 Uni App Kick-Off
23	Year 12 FinLit
24	Indonesian Culture Day
22/4 - 14/6	CAIE IGCSE/AS/A Level June Series
27	Year 12: Graduation Ceremony AY2023-2024
29 - 30	End-of-Year Review: Years 7 - 9 Listening Examination (during class)
	Year 6: Asesmen Sumatif Sekolah (SD)
30	End-of-Year Review: Years 7 - 9 Oral Examination
	Year 9: Asesmen Sumatif Sekolah (SMP) - Completion

### MAY

22/4 - 14/6	CAIE IGCSE/AS/A Level June Series
1	National Labour Day
2 - 3	End-of-Year Review: Years 7 - 9 Listening Examination (during class)
2 - 3	End-of-Year Review: Years 7 - 9 Oral Examination
2, 3 and 6 - 8	End-of-Year Review: Years 3 - 6 Listening Examination (during class)
6 - 7	End-of-Year Review: Years 5 - 6 Oral Examination
6 - 8, 13 - 17, 20 - 21	End-of-Year Review: Years 7 - 9 Written Examination
8, 13	End-of-Year Review: Years 3 - 4 Oral Examination
9	Ascension Day of Jesus Christ
10	School Closed (Cuti Bersama)
15 - 17, 20 - 21	End-of-Year Review: Years 3 - 6 Written Examination
22	End-of-Year Review: Marking Day / Make-up Exam Day
	Years 1 - 2 Student Led Conference
23	Waisak Day
24	School Closed (Cuti Bersama)
25	APMOPS 2024 : Invitation Round/Hwa Chong Info Communications Challenge
*26 - 31	30th HCI Student Leaders Convention (by invitation, fees applicable)
27 - 29	End-of-Year Review: Years 3 - 9 Discussion and Review of Papers

### JUNE

22/4 - 14/6	CAIE IGCSE/AS/A Level June Series
1	Pancasila Day
2 - 26	Year 8 : Milestone Programme Coming of Age 2024 @ China
4	NHJS : Awards Day (Non - Academic and Academic)
	Class Party
	Last day of School (AY2023-2024) for Students
5 - 7	Parent-Teacher Meeting (Offline)
5 - 7	Years 1 & 2 : Student-Led Conference
8	Year 6 Commencement AY2023-2024
8/6 - 7/7	Term 4 Holidays for Students
9 - 23	Term 4 Holidays for Year 6 iPSLE Students
17	Idul Adha (Hari Raya Haji)
18	School Closed (Cuti Bersama)
23 - 30	TeenEagle (Global Finals)
24 - 26, 28	iPSLE 2024 : Conduct of Oral Examinations

### JULY

8/6 - 7/7	Term 4 Holidays for Students (Non Y6 iPSLE Students)
1 - 5	iPSLE 2024 : Conduct of Listening Comprehension and Written Examinations
7	Muharram (Islamic New Year)
8	Start of Term 1 (AY2024-2025)
	Year 1 Parent and Student Orientation
	Years 2 - 12 : Meet and Greet (Parents and Teachers)
9	School "Tee-Off" Day (Welcome Back to School Event)
*17 - 20	Student Council : Year 7 Young Leaders' Convention 2024

\*to be confirmed

#### TERM 1

10 Jul 2023	Start of Term 1
16 Sep 2023	Term 1 Break

#### TERM 2

25 Sep 2023	Start of Term 2
2 Dec 2023	Term 2 Break

#### TERM 3

8 Jan 2024	Start of Term 3
16 Mar 2024	Term 3 Break

#### TERM 4

25 Mar 2024	Start of Term 4
8 Jun 2024	Term 4 Break

All Indonesian national holiday for 2023-2024 will be confirmed by the Indonesian government. NationalHigh Jakarta School, however, reserves the right to make changes to the calendar during the academic year. Please check our school website for the most updated calendar and event information.





## ANNOUNCEMENT

### Y11 Coffee and Tea with Parents

Join us for our annual University Pathway Information Session! This event is specifically tailored for Year 11 parents and students who are eager to explore the exciting journey towards higher education. Discover essential insights into university applications, inform of various deadlines, and best practices for success.

During the session, you'll have the invaluable opportunity to engage with a panel of current Year 12 students. They'll share their firsthand experiences, offering valuable testimonies of what to do and what not to do when navigating the university application process.

Don't miss out on this enlightening event that promises to equip you with the knowledge and guidance needed to embark confidently on your university pathway. Mark your calendars and join us for an insightful afternoon of preparation and inspiration!







# ANNOUNCEMENT

## Our Early Learning Centre is Now Open for Enrolment!

Registration for the Academic Year 2024/2025 at our Early Learning Centre is now open for children aged 4 - 5 years old (K1).

Enrol now to avail of our special discount!

For additional details and inquiries, please reach out to our marketing team at 0811-7550-1183. Don't miss this wonderful opportunity to jumpstart your child's educational journey with us!

NATIONALHIGH  
JAKARTA SCHOOL

EARLY LEARNING CENTRE

CREATING A BETTER WORLD  
THROUGH EDUCATION

play . learn . lead

PIAGET Academy

Images based on artist's impression

NATIONALHIGH  
JAKARTA SCHOOL

EARLY LEARNING CENTRE

**Be our pioneer K1 & K2 batch!**  
Join us in experiencing the unique PIAGET education!

**Innovative Learning**  
We implement mindful limitations on technology, prioritising hands-on activities and **Maker Space** for enriched learning experiences. Interactive activities promote play and participation, aiding in building friendships and acquiring essential 21st-century skills.

**Effective Communicators**  
To foster effective communication, children will engage in learning English, Chinese, and Bahasa Languages. Diverse platforms filled with enjoyable activities will be offered for children to apply and enhance their linguistic skills.

**Purpose-Built Learning Spaces**  
Our exciting learning environment encourages exploration, play, confidence-building, and daily reflection, tracking holistic growth.

**Play-Based Learning:** Learning activities are designed to be play-based, sparking curiosity and fostering love for learning!

**Habits & Values:** Exposing children to the Habits of Mind and instilling Passion, Integrity, Adaptability, Grace, Excellence, and Teamwork!

**Self-Directed Learning:** Empowering children to lead themselves and others!

**Mentoring & Parental Collaboration**  
With a staff to student ratio of 1:8 and a maximum class size of 16, we ensure meaningful mentoring and encourage parents to partner with us as reading buddies and co-mentors, fostering deeper parent-child relationships.

**Logical thinking, problem-solving, Indonesian & International cultures, creative thinking, environmental education**

**Play Unique PIAGET Curriculum Lead Learn**

**Come, join us!**

Give your child the headstart to be a true learner and a leader!

Jl Raya Pos Pengumben 41  
Jakarta Barat

<https://nh.piagetacademy.org>

contactus@nh.piagetacademy.org



# UPCOMING EVENTS

- YEAR 10: COMMENCEMENT CEREMONY 2023-2024  
20 APRIL 2024
- CAIE IGCSE/AS/A LEVEL JUNE SERIES  
22 APRIL - 14 JUNE 2024
- YEAR 12: FINLIT  
23 APRIL
- INDONESIAN CULTURE DAY  
24 APRIL 2024
- YEAR 12: GRADUATION CEREMONY AY2023-2024  
27 APRIL 2024
- YEAR 6: ASESMEN SUMATIF SEKOLAH (SD)  
29 - 30 APRIL 2024
- END-OF-YEAR REVIEW: YEARS 7 - 9 ORAL EXAMINATIONS  
30 APRIL 2024
- NATIONAL LABOUR DAY (SCHOOL CLOSED)  
1 MAY 2024
- END-OF-YEAR REVIEW: YEARS 7 - 9 LISTENING EXAMINATION  
EAR REVIEW: YEARS 7 - 9 ORAL EXAMINATION  
2 - 3 MAY 2024