You are what you ~~eat~~ speak!

Key Stage 4 Programme

Pupil Name	Name:
Handbook Designed by	Dr Ismail

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1	**12th December 2018**	**13:00 – 16:00**	**University of Manchester**
2	**10th January 2019**	**15:05 – 16:05**	**EN4**
3	**17th January 2019**	**15:05 – 16:05**	**EN4**
4	**24th January 2019**	**15:05 – 16:05**	**EN4**
5	**31st January 2019**	**15:05 – 16:05**	**EN4**
6 (Feedback)	**14th February 2019**	**15:05 – 16:05**	**EN4**
7 (Feedback)	**21st March 2019**	**15:05 – 16:05**	**EN4**

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline assessment	10th January 2019
Tutorial 2	Importance of studying language	17th January 2019
Tutorial 3	Universal Grammar	24th January 2019
Tutorial 4	Improving SLA	31st January 2019
Tutorial 5	Draft Final Assessment	7th February 2019
Tutorial 6	Final Assessment	7th March 2019

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 9th August	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Uni Pathways – Pupil Feedback Report

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of RIS teacher			
Title of Assignment			
Name of Pupil			
Name of School			
ORIGINAL MARK / 100		FINAL MARK / 100	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the PhD tutor should give an explanation in this section:

Knowledge and Understanding	Research and Evidence
Developing an Argument	**Critical Evaluation**
Structure and Presentation	**Language and Style**

Resilience Comment

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Course Rationale

Think of language and you might think of your English language lessons and what you study therein such as poetry, literature, grammar and fiction/non-fiction. However, everything you study at school depends on you already having some grasp of language. In this course we will be looking more deeply at language, what it is, why it's important to study and how we learn it. In order to this we need to 'look under the hood' so to speak and understand what is happening in the mind when we learn languages.

As you work through the course it is envisioned that you will start to understand more about the mental processes we use to learn a language, how different languages in the mind co-exist and what we can do to learn languages more effectively. We'll start off by looking at the idea of language generally, what it is, how we define it and why it matters how we learn. We'll then move to looking at differences between first and second language acquisition and how different scholars in the field believe we learn first and second languages. The course ends by bringing together the different strands of what we've studied to offer a practical view of language learning in the school context.

Mark Scheme

Arts and Humanities Mark Scheme

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)
Subject knowledge	Knowledge and Understanding	• All materials used are relevant to the general topic and to the specific question/title • Good understanding of all the relevant topics • Clear justification on how the material used is related to the specific issues that are the focus of the essay	• Most of the materials used are relevant to the general topic and to the specific question/title • Good understanding of most the relevant topics • Adequate justification on how the material used is related to the specific issues that are the focus of the essay	• Some of the materials used are relevant to the general topic and to the specific question/title • Good understanding on some of the relevant topics but occasional confusion on others • Some justification on how the material used is related to the specific issues that are the focus of the essay
Critical thinking	Research and Evidence	• Inclusion of rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence to support claims/assertions/ideas, consistently clearly and convincingly • Evidence of further reading beyond materials provided which were used in an appropriate context	• Inclusion of adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence to support claims/assertions/ideas, mostly clearly and convincingly • Evidence of further reading beyond materials provided but not necessarily used in the right context	• Inclusion of some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence to support claims/assertions/ideas, at times clearly and convincingly • Limited evidence of further reading beyond materials provided

	Developing an Argument	• A point of view or position in relation to the title or question is consistently clear • Argument exceptionally well-developed and well-justified • A position is clearly established in relation to the question, and is developed effectively and consistently throughout the essay • Makes links effectively between subjects that have not previously been associated. • Uses concepts from the tutorials in an unfamiliar context, and does so accurately and confidently • Material is analysed effectively to support the argument	• A point of view or position in relation to the title or question is adequately clear • Argument clear and well-developed and position justified • A position is established in relation to the question, and is well-developed in most of the essay • Some evidence of linking subjects that have not previously been associated • Use some concepts from the tutorials in an unfamiliar context, and but not always accurate • Analysis of material to support the argument	• A point of view or position in relation to the title or question is somewhat clear • Argument clear but not well-developed • A position is established in relation to the question, and is well-developed in parts of the essay • Limited evidence of linking subjects that have not previously been associated • Limited use of concepts from the tutorials in other contexts • Some analysis of material to support the argument

Critical thinking	Critical Evaluation	• Moved beyond description to an assessment of the value or significance of what is described • Evaluative points are consistently explicit/systematic/reasoned/justified • Effective critiques on the reliability of sources provided	• Mostly description but some assessment of the value or significance of what is described • Evaluative points are mostly explicit/systematic/reasoned/justified • Some evidence of critiques on the reliability of sources provided	• Only description with minimal assessment of the value or significance of what is described • Evaluative points are at times explicit/systematic/reasoned/justified • Limited evidence of critiques on the reliability of sources provided
Written communication	Structure and Presentation	• Ideas are presented in paragraphs and arranged as a logical sequence of ideas • The introduction clearly outlines how the essay will deal with the issues • The conclusion summarises all the main points clearly and concisely • All sources are referenced correctly in the agreed format	• Ideas are presented in paragraphs with some structure • The introduction adequately describes how the essay will deal with the issues • The conclusion summarises most of the main points clearly • Most of the sources are referenced correctly in the agreed format •	• Ideas are presented in paragraphs and are loosely structured • The introduction mentions how the essay will deal with the issues • The conclusion summarises some of the main points clearly • Some sources are referenced correctly in the agreed format with occasional errors
	Language and Style	• No spelling, grammar or punctuation errors • Writing style consistently clear, tone appropriate and easy to follow • Accurate and consistent use of technical language and vocabulary	• Minimal spelling, grammar or punctuation errors • Writing style mostly clear, tone appropriate and easy to follow • Some attempts of using technical language and vocab alary, but not always accurate	• Some spelling, grammar or punctuation errors • Writing style moderately clear, tone appropriate and easy to follow • Use of simple language and vocabulary effectively but struggles to use technical language

Success Criteria

This success criteria provides guidance on what is expected of you for the baseline assessment, the homework and the final assessment.

The Brilliant Club Mark Scheme Skills	Examples of success criteria to include in the baseline assessment, final assignment and homework guidance
Knowledge and understanding	Include the key words from the glossary and demonstrate that you understand them by explaining what they mean and how they relate to the topic. Explain the sources that you have drawn on and how they relate to your work. Remember to reference sources correctly.
Research and Evidence	Include research findings from a wide range of sources. You should be discovering some sources yourself from the independent work that you do outside of tutorials.
Developing an argument	Give reasons and evidence to back up the points that you make. You might find the PEE structure helpful: • Point – make the key point clearly • Evidence – explain the evidence for the point • Explanation – explain why your point is relevant and important • Make links to other topic areas that you have not discussed in tutorials.
Critical evaluation	Explain whether the evidence that you are discussing is valuable and significant and explain your reasoning Select relevant research evidence to back up your thinking Comment on how reliable sources are and if they have any limitations.
Structure and presentation	Organise your ideas in paragraphs with a logical structure Include an introduction that clearly outlines what the assignment will contain Include a conclusion that summarises all the key points clearly Make sure that you have referenced everything correctly
Language and style	Make sure that your spelling, grammar and punctuation are accurate. Use a formal writing style that is appropriate for an academic essay.

Knowledge Organiser

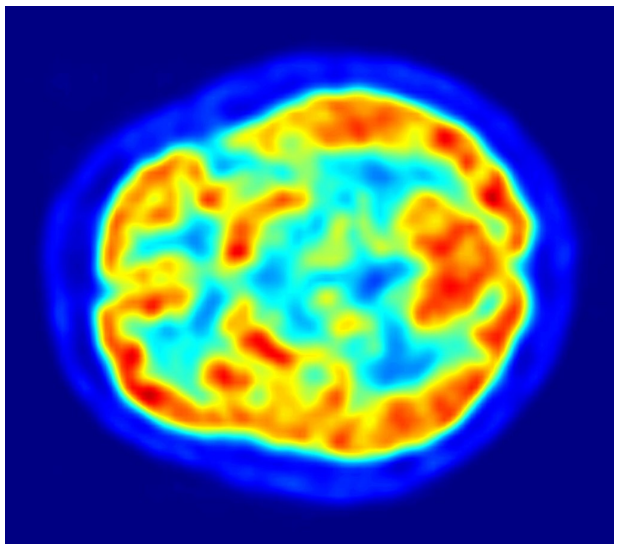
Term	Definition	Term	Definition
Acquisition	learning that is retained	Language and cognition	Cognitive development is assisted by the continued use of language, the greater the exposure to language the greater the cognitive development
Aptitude	Ability; innate or acquired capacity for something	Link between language and school subjects	Research shows that there is a direct link between how much language we know and how well we do in other school subjects
Cognition	the mental action or process of a learning knowledge and understanding through thought, experience, and the senses	Purpose of language	Aid cognition and facilitate communication
Critical threshold in English	There is a point in a person's language development that leads to significant improvements in academic success across subjects	Second language	Language that is learnt after childhood (may be more than 1)
First language	Language that is learn in childhood (may be more than 1)	Language	System of vocabulary and grammar
First language acquisition	Acquired naturally through use of the LAD, through use of UG	Universal grammar	Some rules of grammar are hard-wired into the brain and can be used without being taught
Key figures	Known for	Key Ideas	
Noam Chomsky	Development of contemporary linguistic theory where language acquisition is a cognitive and not a behaviourist process	Critical Period Hypothesis	First languages have access to innate biological cognitive functions that appear to disengage as learners progress into adulthood.
Vivian Cook	Languages do not reside independently in the mind but are interrelated	CLT	An approach to language acquisition that posits that interaction should be both the means and the ultimate objective of language study
Stephen Krashen	Second language acquisition theory that language learning is uniform and the focus should entirely be on reading	Non-cognitive approaches to language acquisition	These are approaches that rely more on habit formation via, e.g. grammar drills, that on the stimulation of cognitive processes that will lead to acquisition.

Glossary of Key Words

As we go through the course you'll come across many new words. Write them down in the table below with their definition.

Word	Definition

Tutorial 1 – Introduction to the study of language



What is the Purpose of Tutorial 1?

By the end of this tutorial you will:

- Understand the technical definition of language
- Understand the purpose of language

Activity 1:

Following the activity, write below the three words you most associated with language:

1. _____

2. _____

3. _____

Activity 2:

Think about the subjects you study at school, some of them are classified as social sciences and some as physical sciences. Think of 3 for each, discuss with the person sitting next to you and then complete the table below.

Physical Science	Social Science
1.	1.
2.	2.
3.	3.

Activity 3.

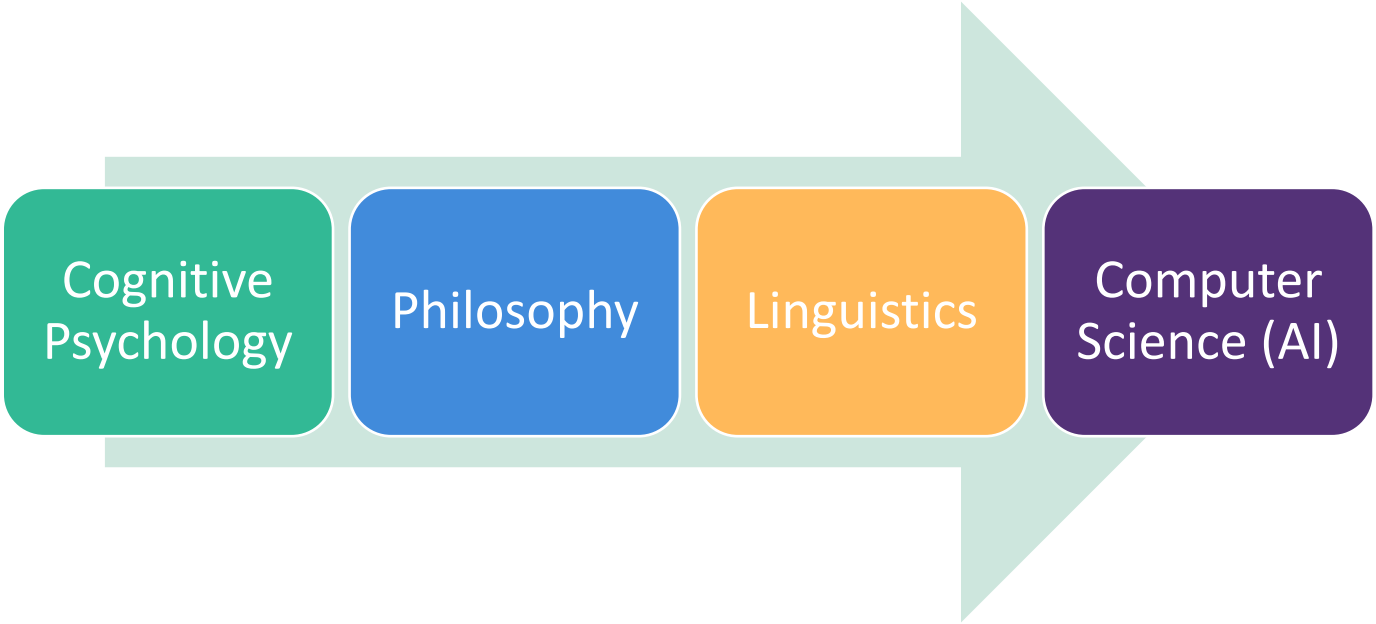
What is the difference between the physical sciences and social sciences? Discuss in pairs then write your answer below:

Definition of language

Activity 4:

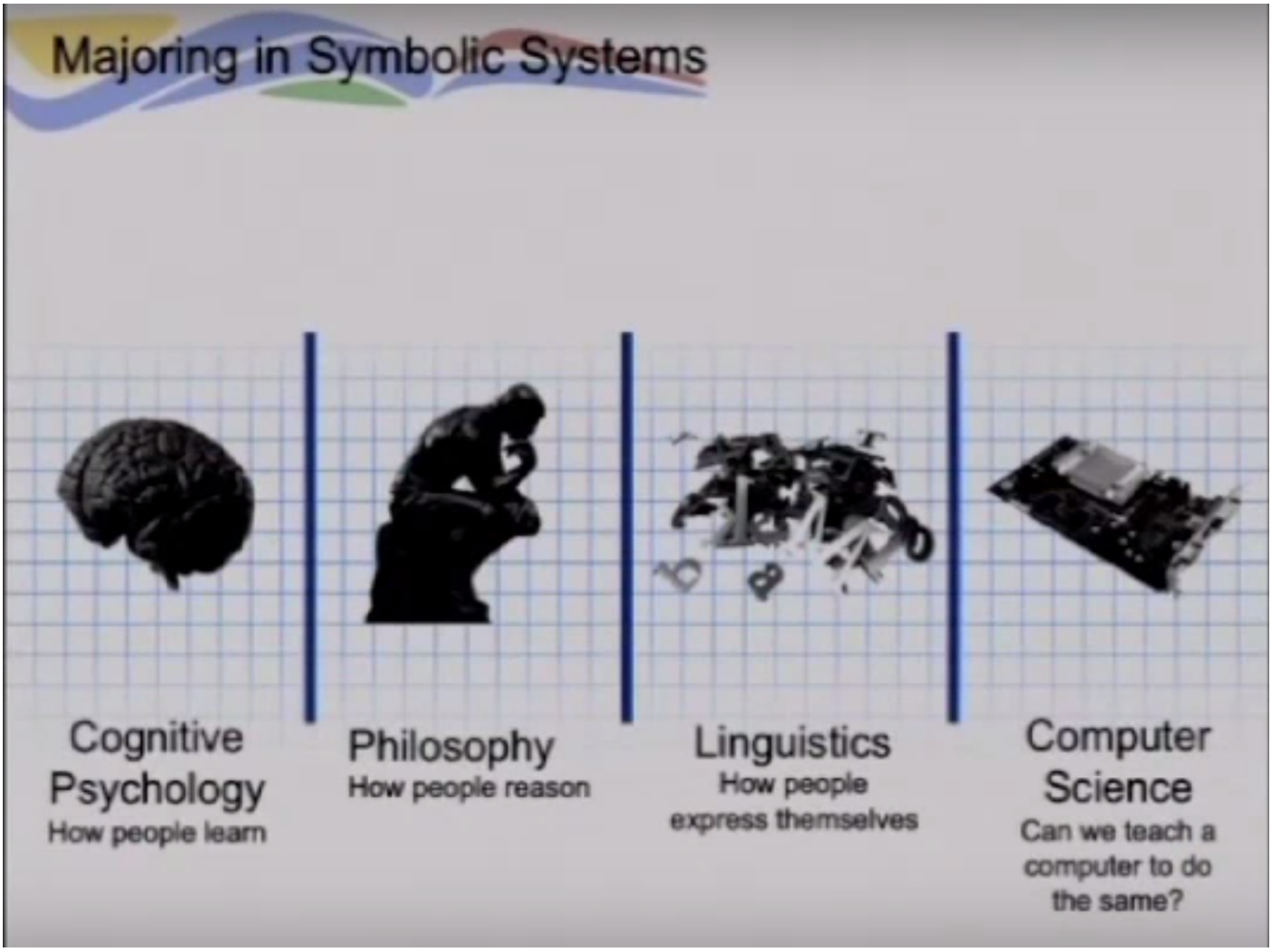
Write down your definition of language below, then discuss with a friend.

Symbolic systems



Activity 5:

Look at this picture that provides an overview of the above four subjects:



What do you think links these four subjects together? Discuss in pairs and then write down your thoughts below.

Notes

Homework (Baseline assessment):

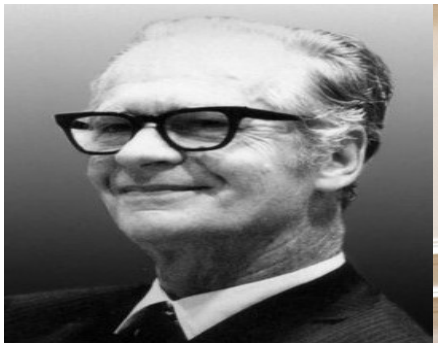
Explain why you think studying language is important. Comment on the following:

(1) Your definition of language
(2) Whether language is a physical or social science and how this impacts our study of it
(3) How language can impact the wider world

Refer to the success criteria below that will assist you to understand what is expected of you for this assignment.

(500 words **maximum**).

Tutorial 2 – Behaviourism and Nativism



What is the Purpose of Tutorial 2?

By the end of this tutorial you will:

- Understand the difference between behaviourist and nativist views of language acquisition

Activity 1 (Starter):

The Power of Language

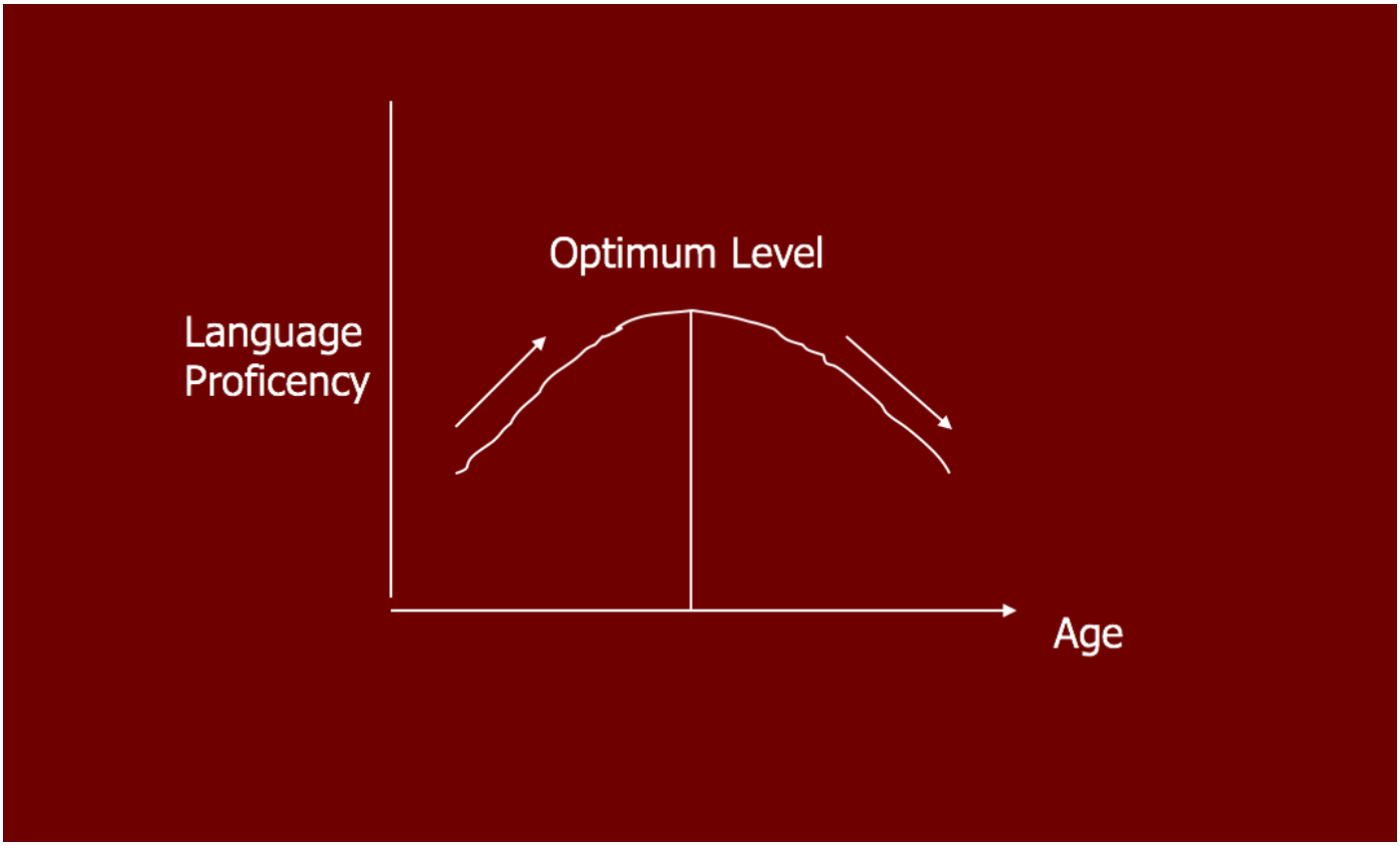
Think of the meanings of these words. Do we have other words we could use instead of these? Why would someone choose to use these words as opposed to others? Can you think of any other like these?

Collateral Damage Misspeak Lynch

Activity 2:
Sort the statements into the two columns below. Once you've sorted them, check with the person sitting next to you. After we have discussed as a group stick the statements in the relevant box below.

Behaviourism	Nativism

Critical Period Hypothesis



Activity 3:

Discuss with a friend what the graph shows above, then write your response below:

Homework:

Why is studying language important in today's world. Produce your answer in the form of a paragraph or a mind-map. Watch this video for further ideas: https://www.youtube.com/watch?v=C_kOzdRqC24

Notes

Tutorial 3 – First Language acquisition

What is the Purpose of Tutorial 3?

By the end of this tutorial you will:

- Understand the difference between first and second language acquisition
- Have considered how first language development can occur

Starter activity: Ahmad is studying French and he is unsure whether he should be spending his time making he knows the grammar well or to spend more time on the vocabulary and learning new words with their meanings. Which do you think he should do and why? Jot down three points in the post-it notes provided after discussing with the person sitting next to you.

Activity 1: Work in pairs to undertake the sorting activity. Following the group feedback, stick these into your books.

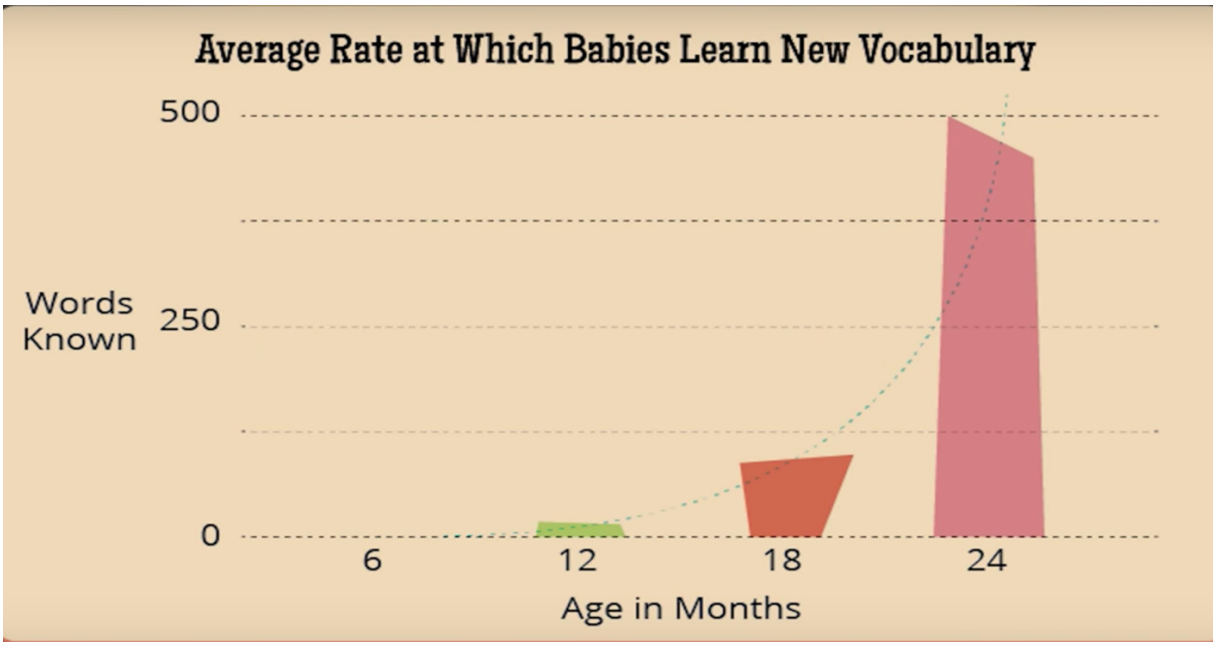
L1 Acquisition	L2 Learning

Activity 2: What are the implications of the above for (a) learning an L1, e.g. English and (b) learning an L2, e.g. French? Discuss in pairs then write your answer below:

Activity 3: The Language Acquisition Device (LAD). How does the LAD aid language acquisition at an early age?

Evidence in favour of UG

Activity 4:



The graph above represents data that supports the universal grammar and LAD approach. In your own words below explain how this data supports the nativist understanding of UG and the LAD. Reference the poverty of stimulus (POS) and no negative evidence in your answer.

Activity 5: Referencing (2)

Reference the material you have been provided below. Cite in text and provide the bibliography entry.

Homework Assignment:

Watch the following video on Chomsky's theory of UG

https://www.youtube.com/watch?v=WVfrrGOnFJk

Write three points the video makes about Chomsky's theory of UG:

1.

3.

3.

Notes

Tutorial 4 – Second Language Acquisition

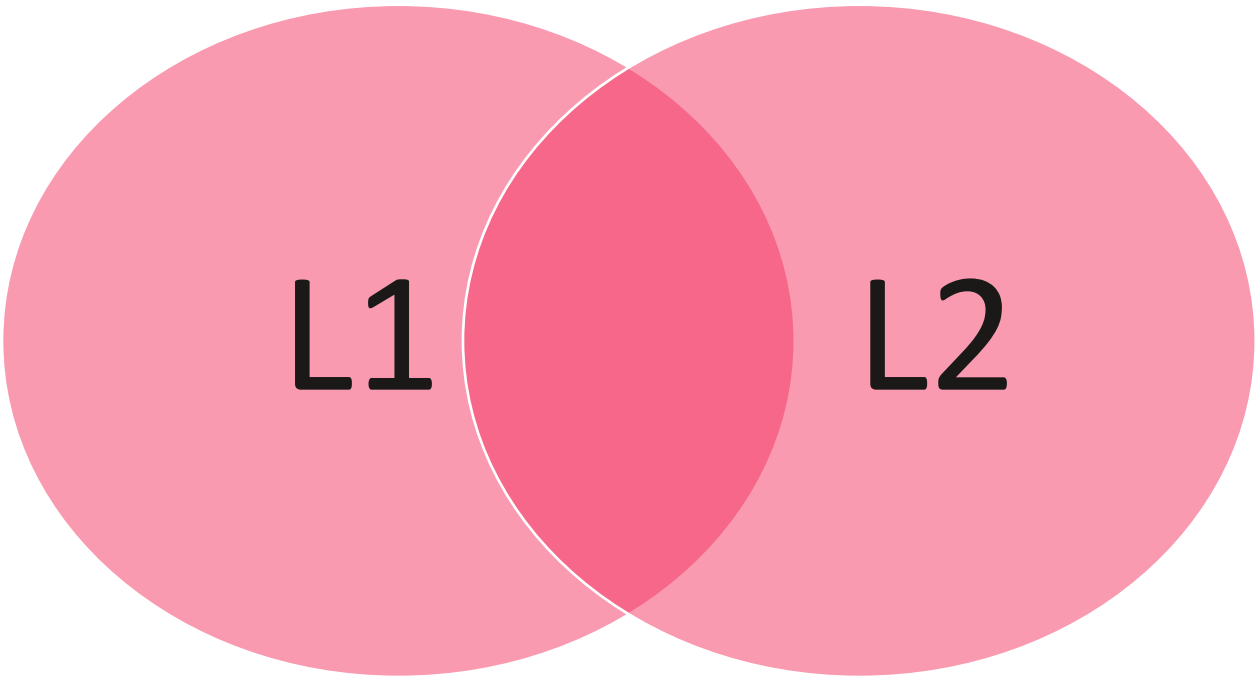
What is the Purpose of Tutorial 4?

By the end of this tutorial you will:

- Understand why learning a second language is so difficult
- Be able to explain two of the main methods for SLA

Activity 1: Following on from the activity, complete the Venn diagram below.

Working in pairs, write down what you think the similarities and differences are between learning a first and second language.



Activity 2: Grammar v Vocabulary

Following on from the activity, write down which of grammar or vocabular you believe is more important for SLA.

Activity 3:
There are a number of different methods for teaching a language as a second language, here we will focus on two methods: (1) GTM (2) CLT

https://www.youtube.com/watch?v=RCLM7ZXp2nc

https://www.youtube.com/watch?v=AazPkAD-65w

Write down the salient features of each and the main differences you notice

Activity 4: Referencing: Why is it important to reference where you get materials from in an academic essay?

In pairs discuss (a) How you think you would do this in the text itself and (b) at the end of the essay in a bibliography. Makes notes below.

Homework Assignment:

Based on the content of what we studied today, how can we improve SLA? Write 1 strategy that you can think of and detail the theory behind it.

Notes

Tutorial 5 – Review and Planning for the final assignment

What is the Purpose of Tutorial 5?

By the end of this tutorial you will:

- Understand the requirements for the final assignment
- Be able to write a high-quality response to the final assignment question.

Starter activity: Which of the four tutorial has interested you the most? Go through your notes, select one and prepare a one-minute elevator pitch to explain the topic!

Mind-Mapping: During the course of this tutorial we will be mind-mapping each of the four previous tutorials.

Activity 1. Tutorial 1

Activity 2: Tutorial 2

Activity 3. Tutorial 3

Activity 4: Tutorial 4

Activity 5: Turning the mind-maps into an essay. Using the writing frame provided in appendix 3

Notes

Final Assignment:

Write 2,000 words **maximum** to answer the following question:

What is the main difference between first and second language acquisition and how does the critical period hypothesis impact on second language acquisition? Comment on the following in your answer:

(a) Definition of language
(b) Explanation of the difference between behaviourist and naturist understanding of language acquisition
(c) Difference between first and second language acquisition

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your draft final assignment and to receive personal feedback..
- To share examples of best practice with the other pupils in your group.

In the feedback to your assignments a number of questions have been written, that when answered will help to finalise your assignments.

General Feedback: Common areas for growth have been included in your feedback as well as more specific feedback.

Task1: Spend 5 minutes reading the feedback that is common to all students (5 minutes)
Task 2: Discuss with the person sitting next to you how you can respond to this feedback (5 minutes)
Task 3: Respond to the questions posed directly to you: spend 5 minutes reading the feedback (5 minutes)
Task 4: Respond to the questions: 40 minutes

Final assignment feedback

What I did well…	What I could have improved on…

My target for future work is…

Tutorial 7 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on final assignments.
- To share examples of best practice with the other pupils in your group.
- To write targets for improvement in school lessons.
- To reflect on the programme including what was enjoyed and what was challenging.

Final assignment feedback

What I did well…	What I could have improved on…
•	•
•	•
•	•

My target for future work is…

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
•   •   •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Appendix 2

Behaviourist and Nativist views of language learning

Among all the species, it is only a human child who grows up to use an extremely sophisticated system for self-expression and communication known as “language”. Behaviourism and Nativism are two different schools of thought that explain how we learn languages. The Behaviourist view argues that the environment stimulates the verbal behaviour in a child which is reinforced and strengthened over time due to frequently occurring events. For example, families verbally communicate to children since birth and gradually they acquire their first language. On the other hand, the nativist view argues strongly for the innate source of the child’s ability to learn language (Schophler & Mesibov, 1985). According to this view, a child’s brain is born with the ability to acquire language and capability of linguistic innovation. Thus, it can be seen that children say a lot of things that they have never been trained to say.

The publication of B.F. Skinner’s verbal behavior in 1957 paved the way to behaviourism (Schophler & Mesibov, 1985; Moerk, 2000). Two years later, Noam Chomsky published “Syntactic Structures” through which he gave birth to Nativism and criticized skinner’s behaviourist view (Schophler & Mesibov, 1985). Both linguists came from different philosophical and scientific backgrounds. Skinner believed in empiricist traditions and emphasized that only after the documentation of observed perceptible events one can formulate theories. Chomsky, on the other hand, grew out of rationalist tradition and suggested that human brain first forms questions and analysis of events which are then developed rationally to test perceptible events. Hence, nativist view and behaviourist view define the acquisition of language through different prisms.

Moreover, the behaviourist view was an extension of psychological theories that held environmental influences responsible for all human behaviours; including first language acquisition. The nativist view was more of a scientific measure taken to explain linguistic abilities based on biological adaptation and natural selection. Thus the nativist view is rational and factual whereas the behaviourist view is philosophical (Schophler & Mesibov, 1985).

Lastly, the behaviourist view sees the child as a blank slate that is filled by knowledge gained through experience (Traxler, 2012) whereas the nativist view sees the child as having an “innate learning mechanism that enables a child to figure out how the language works” (Traxler, 2012). It is possible that both views are equally responsible for first language acquisition but Chomsky (1959) and skinner (1957) strongly rejected each other’s views.

(adapted from https://amnasabahat.wordpress.com/2012/06/19/crucial-differences-between-a-behaviorist-and-a-nativist-view-of-first-language-acquisition/)

Appendix 3

Writing Frame

Final Assignment: Difference between first and second language acquisition

Use the following writing frame for your response to the essay question.

Essay Heading	Sub-heading	What to write about
Introduction		
	Definitions	Define the following two terms: 1. First language acquisition 2. Second language acquisition
First language acquisition		Explain the two main theories related to first language acquisition
	Behaviorist views on language acquisition	Definition, how do behaviourists believe we acquire language? Who is Skinner?
	Cognitivist views on language acquisition	Definition, how do behaviourists believe we acquire language? Who is Skinner? Explain what the LAD is, define it and explain how it is involved in language acquisition Explain what UG is, define it and how it is involved in language acquisition.
Second Language Acquisition		Explain that there are many different methods for learning a second language, you will analyse 2. Mention

		here the critical period hypothesis, explain what it says and why it’s important to understand.
	Grammar Translation	Definition and brief explanation of what it is
	CLT	Definition and brief explanation of what it is

Notes

Notes

Notes

Images

Image	URL	Attribution
Cognitive Domain	http://bit.ly/tbFpIE	Downloaded free from: https://www.biggerplate.com/
Brain	https://commons.wikimedia.org/wiki/Brain#/media/File:PET-image.jpg	By Jens Maus (http://jens-maus.de/) - Own work, Public Domain, https://commons.wikimedia.org/w/index.php?curid=404690
B.F. Skinner	https://commons.wikimedia.org/wiki/File:B.F._Skinner.jpg	By Msanders nti [CC BY-SA 4.0 (https://creativecommons.org/licenses/by-sa/4.0)], from Wikimedia Commons
Noam Chomsky	https://commons.wikimedia.org/wiki/File:Noam_Chomsky,_2004.jpg	By Duncan Rawlinson [CC BY 2.0 (https://creativecommons.org/licenses/by/2.0)], via Wikimedia Commons
Code	https://www.pexels.com/photo/close-up-code-coding-computer-239898/	Photo by Lorenzo Cafaro from Pexels
Language learning	https://upload.wikimedia.org/wikipedia/commons/d/db/Language_learning.png	By Stellapark025 [CC BY-SA 4.0 (https://creativecommons.org/licenses/by-sa/4.0)], from Wikimedia Commons
Man thinking	https://www.pexels.com/photo/grayscale-photo-of-man-thinking-in-front-of-analog-wall-clock-1194196/	Not required
Man holding pen	https://www.pexels.com/photo/photo-of-person-holding-black-pen-990818/	Photo by rawpixel.com from Pexels
Feedback (blue)	https://www.tsl.texas.gov/ld/librarydevelopments/wp-content/uploads/2014/03/feedback200px.jpg	N/A
Feedback (green)	http://2.bp.blogspot.com/-xM5jxD0duHw/USaP8GkkZ9I/AAAAAAAAB3s/_tAz76ct5W4/s1600/feedback.png	N/A

You are what you ~~eat~~ Speak

Key Stage 4 Programme

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