

A photograph of three young women sitting together, wearing bright yellow t-shirts and blue shorts. They are all smiling broadly and have their arms raised in the air, suggesting a moment of celebration or excitement. The background is bright and out of focus, likely an indoor setting with large windows.

Cambridge Lower Secondary

Ready for the world

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators like you.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Together, we help Cambridge learners be ready for the world.

Cambridge International

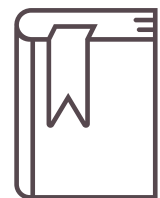
The world's leading provider of international education **from age 3 to 19**

A community of over  **10 000 schools** in **160 countries**

Established **in 1858**

Cambridge University Press

Over 250 titles to support



the Cambridge Primary and Lower Secondary curricula

Used by schools in **over 126 countries**

The world's oldest publisher **founded in 1534**



Welcome to Cambridge Lower Secondary

Cambridge Lower Secondary is typically for learners aged 11 to 14 years. It helps you prepare students for the next step of their education, helping them to become confident, responsible, reflective, innovative and engaged.

By offering Cambridge Lower Secondary, you can provide a broad and balanced education for your learners, helping them to thrive throughout their schooling, work and life.

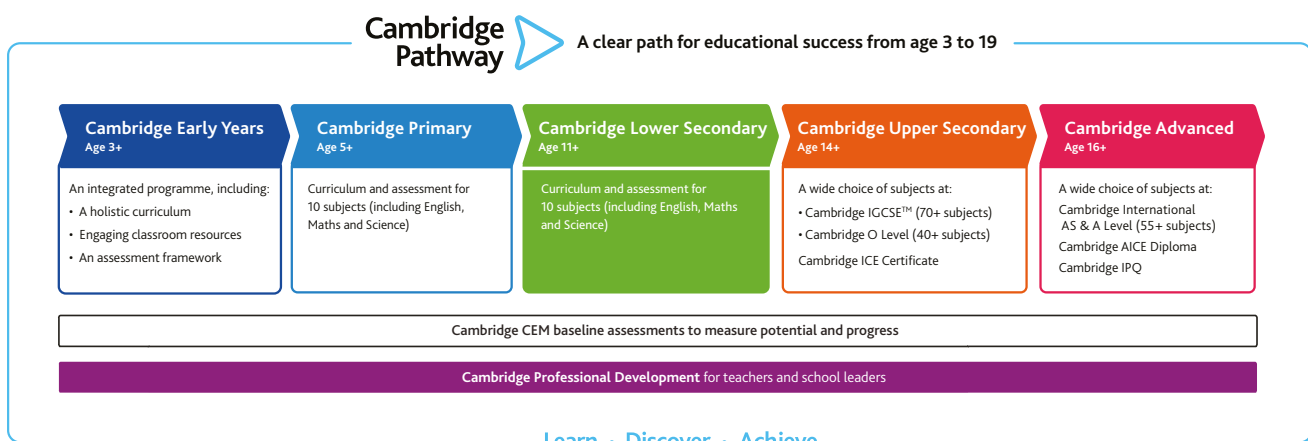
With 11 subjects to choose from, including English, Mathematics and Science, our lower secondary programme provides a clear path for the next stage of education, as well as plenty of opportunities to develop creativity, expression and personal wellbeing in a variety of ways.

You can shape the curriculum around how you want your students to learn. Because Cambridge Lower Secondary is flexible, you can adapt the content to suit your context, culture and ethos.

Our lower secondary programme is part of the Cambridge Pathway. The five stages lead seamlessly from early years to primary to secondary and pre-university years. Each stage builds on learners' development from the previous one or from other educational systems:



We work with **over 4000** Cambridge Lower Secondary schools  in nearly 140 countries



Our approach to lower secondary education

We have built Cambridge Lower Secondary around what matters most to our schools and learners around the world:

▶ A broad curriculum for a balanced education

With a choice of 11 subjects, a wide range of support and optional assessments, you will find plenty to help you deliver core subjects as well as develop creativity, expression and wellbeing.

A range of subjects makes sure that teaching and learning appeals to many different students and prepares them for the future by introducing them to new topics. Teachers can enjoy a stimulating and varied curriculum, which challenges and inspires students to be lifelong learners.

▶ A clear path to progress, step by step

Cambridge Lower Secondary helps you prepare learners for the next step of their education, providing a clear path as they progress through the Cambridge Pathway in an age-appropriate way.

We need to make sure that students are learning the right things at the right time. Each subject at Cambridge Lower Secondary has a curriculum framework with progression grids showing teachers what comes before and after. Teachers can focus on teaching, knowing that the sequencing of learning aligns from stage to stage. Students will be familiar with content and skills from the previous stage and well prepared for the next.

▶ A global learner in a local context

Cambridge Lower Secondary encourages learners to understand their own culture, community and identity within the wider world.

We want to celebrate local culture while helping learners to discuss global issues. Activities in our schemes of work are internationally focused but they can be applied in all local contexts so that learners can develop a broad outlook.

▶ A flexible approach

Cambridge Lower Secondary is flexible, so you can build a programme that adapts to your learners' needs and works with your local context.

Our programme covers three years of learning and can be integrated with local and national curricula. However, if your school has longer or shorter terms/ semesters or school hours, you can combine learning objectives from two or more years to cover more content. Also, our range of assessment options helps you to choose the approach that works best for your school and learners.

▶ An aligned programme based on the latest research

We make sure that the programme, from curriculum to teaching, learning and assessment, is aligned and informed by the latest research.

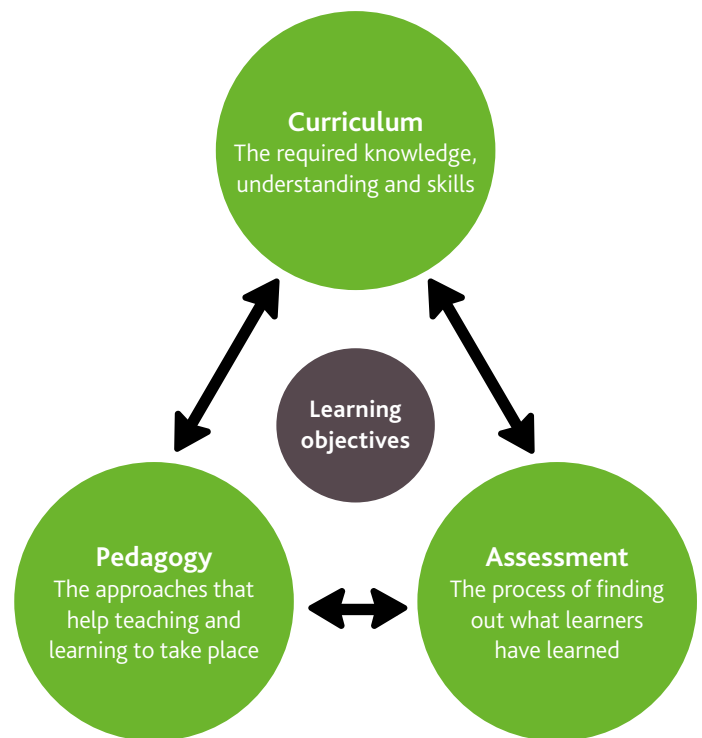
Subject experts and leading specialists develop our curricula using subject-specific research. We critically review every learning objective through the lens of curriculum, teaching, learning and assessment. Aligning these four areas puts learners in the best possible position for the future and leads to a richer learning experience.

An integrated programme

We believe education works best when curriculum, teaching, learning and assessment align. Cambridge Lower Secondary prepares students for the next stage by developing knowledge, understanding and skills across the programme.

We encourage teaching practice that engages lower secondary students in their own learning, and we support our programmes with high-quality resources.

Our view is that assessment should both prove and improve students' learning, giving them focus, pace and challenge. We organise our lower secondary assessments in a way that maximises time for teaching and learning.



“Cambridge International is a well-respected and rigorous exam board. We like that we can see progression from Cambridge Primary through to Lower and Upper Secondary using the curriculum and Cambridge Checkpoint tests.”

Chris Terry, Head of Secondary,
Straits International School,
Malaysia





Monitor progress

Cambridge Lower Secondary Progression Tests help you to assess knowledge, skills and understanding. Use them to check learners' progress at any time of year, as many times as needed, throughout Stages 7, 8 and 9.



Measure

Learners' skills and understanding in English as a First or Second Language, Mathematics and Science.



Marking

Marked by teachers.



Frequency

At any time in the year, as many times as needed.



Benefits

- Get detailed information about learner performance.
- Compare strengths and weaknesses of individuals and groups.
- Use our clear guidance, standards and mark schemes.
- Give structured feedback to learners and parents.

Check achievement

Use Cambridge Checkpoint to monitor individual and group performance at the end of the lower secondary programme. As the tests are internationally benchmarked, you can have extra confidence in the feedback you receive and share with parents.



Measure

Learners' skills and understanding in English as a First or Second Language, Mathematics, Science and Cambridge Global Perspectives.



Marking

Marked by Cambridge International.



Frequency

At the end of Cambridge Lower Secondary.



Benefits

- See how your learners are performing against an international benchmark, and in comparison to the rest of their class.
- Easily monitor group and individual performance.
- Learners receive a statement of achievement and a diagnostic feedback report.

“The big difference comes with the level at which Cambridge subjects are assessed, the rigorous assessment methodology and the ease with which educators can continually track student progress.”

Kay Didimalang, Headteacher, Legae English Medium School, Botswana

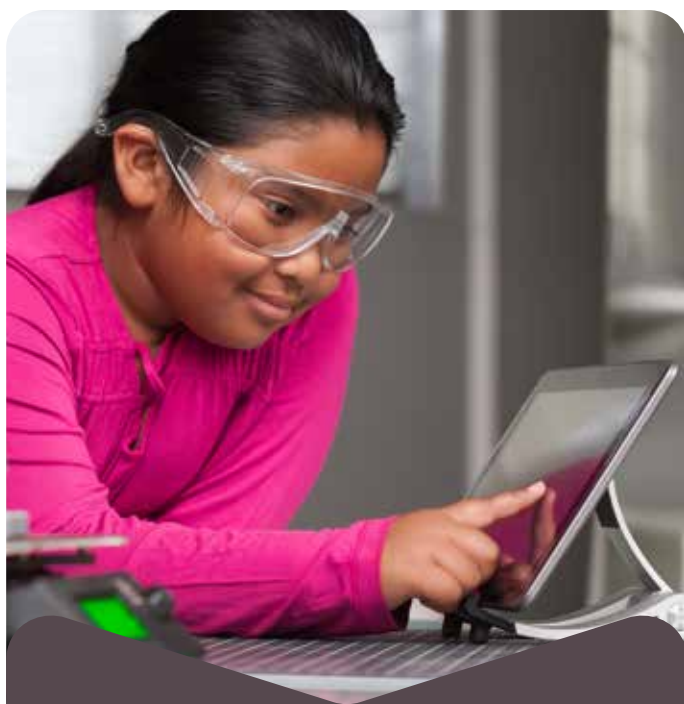
Support

We support Cambridge Lower Secondary with high-quality resources to help you plan and deliver the programme:

- assessment guidance and analysis tools
- curriculum frameworks and progression grids
- endorsed resources from publishers
- past papers, mark schemes and end-of-series reports
- schemes of work
- teacher guides
- training – online and face to face.

Registered Cambridge International Schools can download free teaching resources from the Cambridge Lower Secondary support site:

<https://lowersecondary.cambridgeinternational.org>



“The rich resources and activity-based lessons inspire curiosity and make learning simpler.”

Samuel Ewache, Science Teacher, Start-Rite Schools, Abuja, Nigeria

Endorsed resources

We work with a range of third-party publishers to produce high-quality textbooks and resources to support core subject frameworks.

Subject experts review and evaluate each endorsed title against detailed criteria to make sure that it:

- aligns with the Cambridge Lower Secondary curriculum framework
- has an appropriate focus on knowledge and skills
- is truly international
- promotes effective teaching and learning.

In order to provide choice for Cambridge International Schools, we encourage publishers to develop resources of varying styles and approaches so that teachers can access the best support for their particular classroom.

If a resource is endorsed, you can be confident that all the learning objectives are covered.

How to find endorsed resources

To find endorsed resources for your subject, visit the relevant subject page at www.cambridgeinternational.org/lowersecondary

Choose from
over 180
endorsed resources

Cambridge resources for Cambridge Lower Secondary

We work with teachers and education experts around the world to create teaching and learning resources that make a difference in the classroom. This approach, along with specialists across Cambridge, makes sure our resources cover the whole curriculum framework while developing enthusiastic lifelong learners.

Supporting an active approach

The teaching and learning approaches in our resources support our aim to develop learners who are ready for the world. Your students will build their critical thinking, collaboration and communication skills as they make, question and investigate.

Children learn in different ways and at different speeds, but with extensive support in student and teacher resources across lower secondary, you can tailor your lessons to individual needs. Furthermore, our professional development training helps you feel confident in using the resources to get the best outcomes for your students.

Reducing the language barrier

Learning in English broadens students' opportunities, but it can be challenging. Our resources help students understand new concepts and give them the confidence to progress with their English and express themselves.

In the lower secondary series, you will find vocabulary boxes and glossaries across all subjects, along with a wide range of authentic fiction and non-fiction to give learners greater experience of the English language.

Tools for learning

We provide both print and digital books as well as digital front-of-class support, via Digital Classroom and Cambridge Online Mathematics, so you can teach in a way that suits your context. We also offer free 30-day trials of our digital resources so you can find the perfect fit for your classroom.

For more information about our resources and digital trials, go to: www.cambridge.org/education/lower_secondary



English as a Second Language

For learners who speak a language other than English at home.

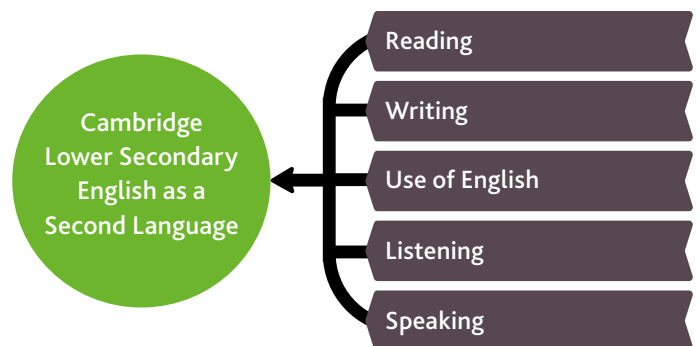
This subject empowers learners to communicate confidently and to develop the critical skills needed to respond to a range of information, media and texts. It promotes active learning, develops thinking skills and encourages intellectual engagement. It develops a solid foundation for further study of English as a Second Language, and for study through the medium of English.

What will students learn?

In Cambridge Lower Secondary English as a Second Language, learners:

- develop a curiosity about other languages and cultures, and how these shape our perceptions of the world
- see themselves as successful language learners
- are able to communicate effectively through the skills of reading, writing, speaking and listening
- become confident in and enjoy reading a range of texts
- develop a solid foundation in the skills required for continued study of English as a Second Language and for study through the medium of English.

Divided into three stages, the curriculum framework covers knowledge, skills and understanding in five strands:

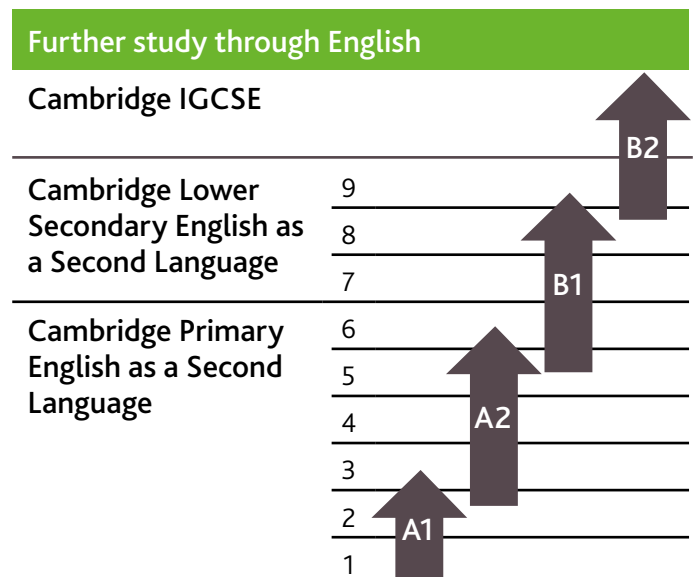


This course supports progression to Cambridge IGCSE and O Level English as a Second Language.

International language standards

We have based the learning objectives on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used around the world to map learners' progression in English. The CEFR provides an international standard which is widely recognised for describing language ability. Alignment to the CEFR makes it easy for schools and parents to understand the level of the English as a Second Language programme.

Learner progression in each strand within the curriculum framework is mapped in terms of the common reference levels in the CEFR. The CEFR describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. See how Cambridge Lower Secondary aligns to the CEFR on the right.



The curriculum and progression

Cambridge Lower Secondary English as a Second Language includes a set of learning objectives that provide a structure for teaching and learning, and a reference for you to check learners' attainment and skills against. The learning objectives ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary. Here are some examples of how knowledge, understanding and skills progress across the stages:



Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Reading	Deduce meaning from context, with little or no support, in short and extended texts.	Deduce meaning from context and understand some implied meaning, with support, in short and extended texts.	Deduce meaning from context and understand some implied meaning, with little or no support, in short and extended texts.
Writing	Punctuate extended texts with some accuracy when writing independently.	Punctuate extended texts with reasonable accuracy when writing independently.	Punctuate extended texts with reasonable accuracy when writing independently and frequently correct their own errors.
Use of English	Use an increasing range of connectives to explain reasons (e.g. therefore, as) and to give explanations (e.g. so that, such as).	Use a range of connectives to indicate purpose (e.g. so that [in order to]) and to contrast (e.g. although, while, however).	Use a range of connectives.
Listening	Understand, with support, the detail of an argument in short and extended talk.	Understand, with little or no support, the detail of an argument in short and extended talk.	Understand the detail of an argument in short and extended talk.
Speaking	Express, with support, opinions and reactions and begin to develop arguments, supported when necessary by reasons, examples and evidence.	Express, with little or no support, opinions and reactions and justify points of view.	Express opinions, justify their point of view and evaluate the opinions of others.

“The Cambridge Lower Secondary curriculum provides a systematic learning and teaching programme and also helps us to build our own bilingual courses by integrating both the Chinese and Cambridge curricula.”

Daniel Guo, PLS Coordinator, Huanggang Education Group, China

English as a Second Language continued

Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary English as a Second Language, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Community online forum	✓

Find out more about our support and endorsed resources on page 8.




How is this subject taught?

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. The five strands of the curriculum framework, and their respective learning objectives, work together to support the development of knowledge, skills and understanding.

The 'Use of English' strand provides learners with the linguistic features they need to be able to understand and use when engaging with the language receptively (reading and listening) and productively (writing and speaking). Learners will revisit and engage with language at deeper levels and in different contexts.

How is English as a Second Language assessed?

 Cambridge Lower Secondary Progression Tests

 Cambridge Lower Secondary Checkpoint





**Working with
schools around
the world for
160 years**

Mathematics

Cambridge Lower Secondary Mathematics encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation that they can apply to everyday situations.

What will students learn?

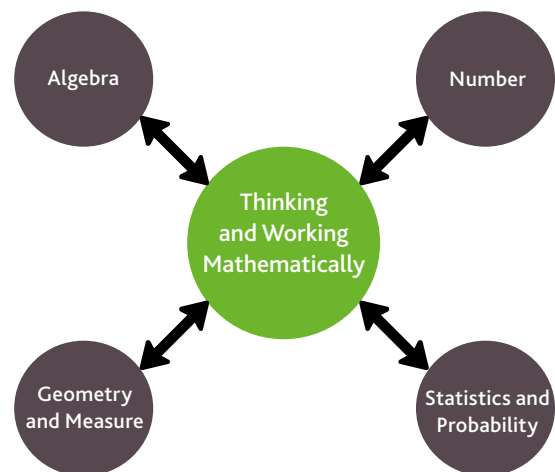
Students will learn to recognise the interconnections of mathematical concepts and:

- engage in creative mathematical thinking to generate elegant solutions
- improve numerical fluency and knowledge of key mathematical concepts to make sense of numbers, patterns, shapes, measurements and data
- develop mathematical skills, strategies and a way of thinking that will help them to describe the world around them and play an active role in modern society
- communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations
- understand that technology provides a powerful way of communicating Mathematics, one which is particularly important in an increasingly technological and digital world.



The curriculum and progression

Divided into three stages, this curriculum covers knowledge, skills and understanding in four main areas called 'strands' that can be taught separately or together. We have embedded Thinking and Working Mathematically within and across the curriculum strands:



As with all our lower secondary subjects, we have included a set of learning objectives that provide a structure for teaching and learning Mathematics, and a reference for you to check learners' attainment and skills against. The learning objectives ensure progression in learning from Stages 7 to 9 and onwards into Cambridge Upper Secondary. The table on the next page shows some examples of how knowledge, understanding and skills progress across the stages.

Thinking and Working Mathematically is a unique feature of our curriculum.

This process encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions.

When learners think and work mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way.

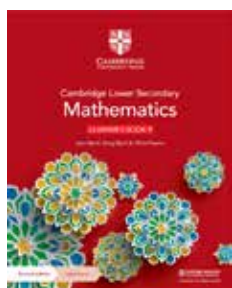
Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Number	Understand the relationship between squares and corresponding square roots, and cubes and corresponding cube roots.	Recognise squares of negative and positive numbers, and corresponding square roots.	Use knowledge of square and cube roots to estimate surds.
Algebra	Understand and describe n th term rules algebraically (in the form $n \pm a$, $a \times n$ where a is a whole number).	Understand and describe n th term rules algebraically (in the form $n \pm a$, $a \times n$, or $an \pm b$, where a and b are positive or negative integers or fractions).	Understand and describe n th term rules algebraically (in the form $an \pm b$, where a and b are positive or negative integers or fractions, and in the form $\frac{n}{a}$, n^2 , n^3 or $n^2 \pm a$, where a is $\frac{1}{a}$ a whole number).
Geometry and Measure	Derive and use a formula for the volume of a cube or cuboid. Use the formula to calculate the volume of compound shapes made from cuboids, in cubic metres (m^3), cubic centimetres (cm^3) and cubic millimetres (mm^3).	Use knowledge of area and volume to derive the formula for the volume of a triangular prism. Use the formula to calculate the volume of triangular prisms.	Use knowledge of area and volume to derive the formula for the volume of prisms and cylinders. Use the formula to calculate the volume of prisms and cylinders.
Statistics and Probability	Understand and explain that probabilities range from 0 to 1, and can be represented as proper fractions, decimals and percentages.	Understand that complementary events are two events that have a total probability of 1.	Understand that the probability of multiple mutually exclusive events can be found by summation and all mutually exclusive events have a total probability of 1.

Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary Mathematics, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Community online forum	✓



Find out more about our support and endorsed resources on page 8.

How is this subject taught?

Thinking and Working Mathematically supports the concepts and skills in all strands of this curriculum. When learners think and work mathematically, they actively engage with their learning of Mathematics. They try to make sense of ideas and build connections between different facts, procedures and concepts.

Learners who do not think and work mathematically can carry out processes that their teacher has shown them, but they may not understand why the processes work or what the results mean. Noticing inconsistencies, patterns and particular representations encourages learners to think and work mathematically. Practice, reflection and questioning will help them to improve.

How is Mathematics assessed?



Cambridge Lower Secondary Progression Tests



Cambridge Lower Secondary Checkpoint

Science

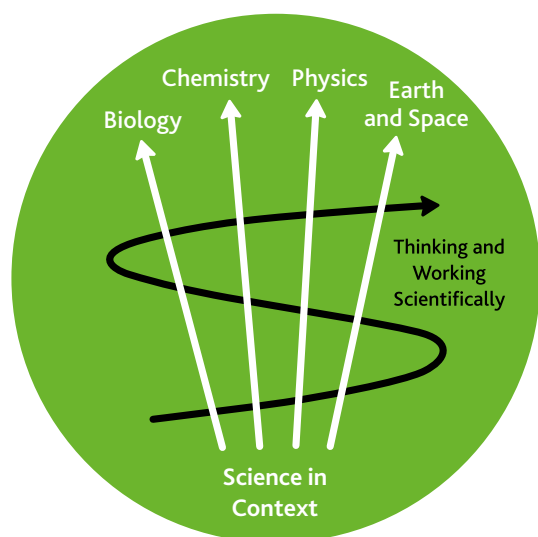
Our lower secondary science curriculum helps learners develop lifelong curiosity about the natural world and helps them to seek scientific explanations to the phenomena around them.

Students develop a holistic approach to Science by considering scientific thinking and practical skills alongside knowledge and understanding, which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they need to excel at science in later stages of education. It also helps them to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

What will students learn?

This curriculum is divided into six main areas called 'strands':

- **Biology** – living things and their interaction with each other.
- **Chemistry** – the study of matter.
- **Physics** – the interaction of matter and energy.
- **Earth and Space** – planet Earth, the wider Solar System and beyond.
- **Thinking and Working Scientifically** – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- **Science in Context** – unique to our Science curriculum, this helps teachers demonstrate the relevance of science to learners.



The curriculum and progression

Due to the nature of developing science, some learning objectives are developed over multiple years, for example in Thinking and Working Scientifically, to support mastery of a skill. Other scientific concepts are introduced in one year and then further developed after a gap, for example learning about chemical and physical properties in Stage 7 and further developing it in Stage 9. This gives you time to cover the breadth of scientific content as well as developing learners' depth of understanding over the whole curriculum. The table at the top of the next page shows some examples of how knowledge, understanding and skills progress across the stages.



Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary Science, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Equipment list	✓
Community online forum	✓

Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Thinking and Working Scientifically	Carry out practical work safely.	Carry out practical work safely, supported by risk assessments where appropriate.	
Biology	Understand that all organisms are made of cells and microorganisms are typically single celled.	(No relevant learning objective in the progression sequence)	Know that chromosomes contain genes, made of DNA, and that genes contribute to the determination of an organism's characteristics.
Chemistry	Use the particle model to describe chemical reactions.	Use word equations to describe reactions.	Use word equations and symbol equations to describe reactions (balancing symbol equations is not required).
Physics	Describe changes in energy that are a result of an event or process.	(No relevant learning objective in the progression sequence)	Know that energy is conserved, meaning it cannot be created or destroyed.
Earth and Space	Describe the model of plate tectonics, in which a solid outer layer (made up of the crust and uppermost mantle) moves because of flow lower in the mantle.	(No relevant learning objective in the progression sequence)	Explain the movement of tectonic plates in terms of convection currents.
Science in Context	Discuss how the uses of science can have a global environmental impact.		

How is this subject taught?

The programme is designed to give you maximum flexibility, so you can integrate all of the 'strand' categories into a holistic science learning experience.

For example, you can teach content from Biology and develop a skill from Thinking and Working Scientifically while using a context, prompted by Science in Context, to make sure learning is engaging and relevant to learners. However, you can also teach content learning objectives on their own or set content in a context with no skill development.

Science is an experimental subject and learners should have many opportunities to develop their skills in scientific enquiry. Not only does this help them to experience and understand different areas of science, but it also helps them to appreciate that scientific understanding changes over time.

Find out more about our Science teaching and learning resources. See page 8 for more information.

How is Science assessed?



Cambridge Lower Secondary Progression Tests



Cambridge Lower Secondary Checkpoint

Improving learners' awareness of science in the world around them develops their sense that



'science is for me',
helping to connect them
to the subject

New! Wellbeing

Cambridge Lower Secondary Wellbeing is a holistic programme that encourages learners to reflect on and understand themselves, fosters positive relationships with others and empowers learners to be safe and active participants in an ever-changing world.

Lower secondary learners face a critical period of development, marked by rapid cognitive and emotional changes. When learners have a positive sense of wellbeing, they are more likely to feel motivated, engaged and resilient in their learning. This leads to better academic outcomes and overall success in life.



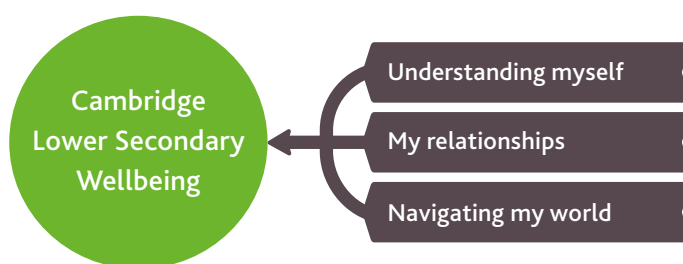
What will students learn?

In Cambridge Lower Secondary Wellbeing, learners:

- develop their understanding of factors that contribute to their own and others' emotional and physical wellbeing
- practise a wide range of strategies for managing their emotional and physical wellbeing
- explore a wide range of interpersonal relationships, including friendships, family, the importance of community and social responsibility
- demonstrate positive expressive and receptive communication skills when interacting with others
- are empowered to manage their own safety and respond to change in a wide range of situations
- explore how they can contribute to the wellbeing of others.

The curriculum and progression

We have divided Cambridge Lower Secondary Wellbeing learning objectives into three strands.



We have designed our learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary. There is one set of learning objectives for each strand across all of Stages 7 to 9. The table below shows some examples of knowledge, understanding and skills in Lower Secondary Wellbeing.

Strand	Stages 7 to 9
Understanding myself	Understand what secondary emotions are and how they can affect the understanding of their own and others' behaviour.
My relationships	Recognise different types of bullying and the impact these have on themselves and others.
Navigating my world	Explore what 'justice' means and what they can do to address inequalities and discrimination.

Support for teachers

We provide a wide range of support to help you deliver Wellbeing, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

How is this subject taught?

The programme is designed to be flexible to suit your context. You can:

- teach the learning objectives as a standalone subject
- integrate the learning objectives into the teaching and learning of the rest of your curriculum
- do both.

Each learning objective can be taught independently of the others. However, Lower Secondary Wellbeing has been designed as a holistic programme where learning objectives from all three strands can be taught together to provide a richer teaching and learning experience. For example, you can evaluate the impact of words and behaviour on others (Understanding myself) while navigating peer pressure (My relationships) to identify and mitigate against risky behaviours (Navigating my world).

We acknowledge that intervention for specific wellbeing needs should be timely for learners in order to have the greatest impact. Therefore, our schemes of work also provide examples of spontaneous teachable moments in addition to the more structured suggested teaching ideas.



How is Wellbeing assessed?

There are no Cambridge Lower Secondary Progression Tests or Cambridge Lower Secondary Checkpoint Tests for this subject.

Find out more about our Wellbeing teaching resources. See page 9 for more information.


The Cambridge Wellbeing Check

The Cambridge Wellbeing Check is a 20-minute digital assessment that gives you unprecedented insight into your students' feelings. It helps you to:

- assess students' day-to-day wellbeing
- monitor the times when they might be feeling low, stressed, pressured by tests, or coping with change
- teach, explore and evaluate your students' wellbeing
- improve your teaching with actionable reports
- help students feel good and do better.

Learn more at:
cem.org/wellbeing



Every year, 
**nearly a
million**
learners prepare
for their future
with an education from
Cambridge

Learn more

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