

CHILD HEALTH AND EDUCATION STUDY

A national study in England, Wales and Scotland of all children born 5th - 11th April 1970

EDUCATIONAL SCORE FORM



Director: Neville R Butler
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 University of Bristol
 Bristol BS2 8BH

CONFIDENTIAL

0	1	2	3	4	5	6	7	8	9
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Tel: (0272) 24920

Under the auspices of the University of Bristol and the National Birthday Trust

PLEASE COMPLETE IN BLOCK CAPITALS

Child's Surname	<input type="text"/>										
Child's Forenames										
Child's Sex	M	<input type="checkbox"/>	F	<input type="checkbox"/>	Child's Date of Birth	DAY	MTH	YR	<input type="text"/>	<input type="text"/>	<input type="text"/>
									0	4	7 0
					Today's Date	DAY	MTH	YR	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Name										
School Address										
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

GENERAL NOTES

PLEASE ENSURE THAT EVERY QUESTION IS ANSWERED

PLEASE USE SOFT PENCIL ONLY. AND RUB OUT ANY MISTAKES THOROUGHLY.

Where space for your answers are of this type or this type , simply mark the appropriate space like this , or this , not like or . Answers of this type will be machine read, so please ensure that nothing else is entered in, or near these spaces otherwise the form will be unreadable.

This document contains score sheets for the following measures:

The CHES Pictorial Language Comprehension Test (pages 2 – 5)

The Diagnostic Measures referred to in the Instruction Booklet (pages 6 – 9)

The Social Judgement Scale (pages 10 – 11)



Score sheet for the Ches Pictorial Language Comprehension Test (continued)

43. ^{I50} submergence	⊖	⊖	⊖	⊖	53. ^{I60} constellation	⊖	⊖	⊖	⊖	63. ^{I73} metamorphosis	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
44. ^{I51} accessories	⊖	⊖	⊖	⊖	54. ^{I61} profile	⊖	⊖	⊖	⊖	64. ^{I74} zenith	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
45. ^{I52} abstinence	⊖	⊖	⊖	⊖	55. ^{I62} verandah	⊖	⊖	⊖	⊖	65. ^{I75} itinerary	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
46. ^{I53} arbitrator	⊖	⊖	⊖	⊖	56. ^{I66} duplicate (pronounce as a noun)	⊖	⊖	⊖	⊖	66. ^{I76} sinew	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
47. ^{I54} erosion	⊖	⊖	⊖	⊖	57. ^{I67} horticulture	⊖	⊖	⊖	⊖	67. ^{I77} paraphernalia	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
48. ^{I55} radiation	⊖	⊖	⊖	⊖	58. ^{I68} vortex	⊖	⊖	⊖	⊖	68. ^{I78} hosiery	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
49. ^{I56} quagmire	⊖	⊖	⊖	⊖	59. ^{I69} abode	⊖	⊖	⊖	⊖	69. ^{I79} zone	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
50. ^{I57} barrister	⊖	⊖	⊖	⊖	60. ^{I70} civilian	⊖	⊖	⊖	⊖	70. ^{I80} vertebrate	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
51. ^{I58} suburb	⊖	⊖	⊖	⊖	61. ^{I71} vista	⊖	⊖	⊖	⊖	71. ^{I81} formula	⊖	⊖
	⊖	⊖				⊖	⊖				⊖	⊖
52. ^{I59} carnivore	⊖	⊖	⊖	⊖	62. ^{I72} condiments	⊖	⊖	⊖	⊖			
	⊖	⊖				⊖	⊖					

TOTAL ZEROS _____

Total Zeros for vocabulary items	1 - 14 :	_____
	15 - 28 :	_____
	29 - 42 :	_____
	43 - 52 :	_____
	53 - 62 :	_____
	63 - 71 :	_____
Total correct :	_____	

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 MAKE NO MARKS OR SMUDGES NEAR THESE LINES

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Score sheet for the Ches Pictorial Language Comprehension Test (continued)

Sentences

72.	No house has a chimney.	1	2	I82
		0	4	
73.	No ball has spots.	0	2	I83
		3	4	
74.	Although it was raining the girl was not wearing a mac or boots.	1	0	I84
		3	4	
75.	The lorry with the trailer is being passed by the car with the caravan.	1	2	I85
		0	4	
76.	Before the ball had touched the surface, the dog was swimming to retrieve it.	1	2	I86
		3	0	
77.	The house was as tall as the lamp post but smaller than the crane.	1	2	I87
		0	4	
78.	Only the cat is without its food.	1	0	I88
		3	4	
79.	Not all the chains are broken.	0	2	I89
		3	4	
80.	Not only the children have kites.	1	2	I90
		3	0	
81.	Not only the curtains are striped.	1	0	I91
		3	4	
82.	The girl ran as fast as the boy in shorts, but slower than the one in a track suit.	1	0	I92
		3	4	
83.	There's not a toy without a box.	0	2	I93
		3	4	
84.	Not all the lorries are loaded.	1	2	I94
		3	0	
85.	There's not a shoe without a lace.	1	2	I95
		0	4	
86.	Only the beach is without a tent.	1	2	I96
		0	4	
87.	There is no bottle unopened.	1	2	I97
		0	4	

Total zeros for sentence items

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Score sheet for the Ches Pictorial Language Comprehension Test (continued)

<u>Sequences</u>	<u>Correct Order</u>	<u>Same</u>	<u>Not the Same</u>
88. When he had finished drinking his tea, he read his paper.	1 2 I 98	<input type="checkbox"/>	<input type="checkbox"/>
89. The man picked up the ladder which was leaning against the house and walked off down the street.	2 1 I 99	<input type="checkbox"/>	<input type="checkbox"/>
90. The dog chased the cat which ran up the tree.	1 2 I 100	<input type="checkbox"/>	<input type="checkbox"/>
91. When the boy had put on his mackintosh, he pulled on his wellingtons, put up his umbrella, and jumped in a big puddle.	2 3 1 4 I 101	<input type="checkbox"/>	<input type="checkbox"/>
92. After the rainfall the sun came out, birds flew to the trees and found their nests.	4 2 1 3 I 102	<input type="checkbox"/>	<input type="checkbox"/>
93. When the train arrived in the station the girl got in followed by the boy.	3 2 1 I 103	<input type="checkbox"/>	<input type="checkbox"/>
94. When the plane had landed the passengers disembarked and the pilot got out.	3 1 2 I 104	<input type="checkbox"/>	<input type="checkbox"/>
95. Before leaving the house to catch the bus, she swept up the cornflakes that the cat had knocked over.	4 1 2 3 I 105	<input type="checkbox"/>	<input type="checkbox"/>
96. They ate the apples which they had brought from the fruit-stall, and threw the cores over the fence where they were eaten by the goat.	3 1 2 4 I 106	<input type="checkbox"/>	<input type="checkbox"/>
97. Before rising to his feet to begin his speech, the mayor then thanked the little girl for the flowers she had presented him.	3 2 4 1 I 107	<input type="checkbox"/>	<input type="checkbox"/>
98. They kicked the beach ball, which they had just blown up, until it landed in the sea, where it alarmed a seagull.	1 2 3 4 I 108	<input type="checkbox"/>	<input type="checkbox"/>
99. Before she went upstairs and climbed into bed, the old lady bolted the door and turned out the light.	4 2 3 1 I 109	<input type="checkbox"/>	<input type="checkbox"/>
100. Before he turned to the orchestra and lifted his baton, the conductor bowed to the audience and acknowledged their applause.	3 4 1 2 I 110	<input type="checkbox"/>	<input type="checkbox"/>
Total correct (sequences)		_____	

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Diagnostic Measures

(a) Diagnostic Reading

(i) First word list - teacher to mark incorrect responses on this form

Ask the child to read out each word from the 'FIRST WORD LIST' of the DIAGNOSTIC READING SECTION of the instruction booklet (page 7). Mark only those words which are pronounced incorrectly. The judgement of correctness should be made within terms of the child's particular dialect, accent or customary intonations. When the child has failed four successive items please stop the reading and underline carefully the last word attempted.

MARK THE APPROPRIATE BOX ONLY FOR THOSE WORDS WHICH ARE PRONOUNCED INCORRECTLY.

Incorrect	Incorrect	Incorrect	Incorrect	Incorrect
play I111 <input type="checkbox"/>	sharp I112 <input type="checkbox"/>	list I113 <input type="checkbox"/>	old I114 <input type="checkbox"/>	jumping I115 <input type="checkbox"/>
before I116 <input type="checkbox"/>	soon I117 <input type="checkbox"/>	open I118 <input type="checkbox"/>	sly I119 <input type="checkbox"/>	ground I120 <input type="checkbox"/>
children I121 <input type="checkbox"/>	ditch I122 <input type="checkbox"/>	mouth I123 <input type="checkbox"/>	air I124 <input type="checkbox"/>	speaking I125 <input type="checkbox"/>
low I126 <input type="checkbox"/>	everyone I127 <input type="checkbox"/>	mischief I128 <input type="checkbox"/>	friendly I129 <input type="checkbox"/>	because I130 <input type="checkbox"/>
strange I131 <input type="checkbox"/>	farewell I132 <input type="checkbox"/>	meadow I133 <input type="checkbox"/>	frightened I134 <input type="checkbox"/>	towards I135 <input type="checkbox"/>
beauty I136 <input type="checkbox"/>	adventure I137 <input type="checkbox"/>	altogether I138 <input type="checkbox"/>	thistle I139 <input type="checkbox"/>	autumn I140 <input type="checkbox"/>
gracious I141 <input type="checkbox"/>	ocean I142 <input type="checkbox"/>	quarrelsome I143 <input type="checkbox"/>	neighbourhood I144 <input type="checkbox"/>	jealousy I145 <input type="checkbox"/>
delicious I146 <input type="checkbox"/>	sovereign I147 <input type="checkbox"/>	manufacture I148 <input type="checkbox"/>	idleness I149 <input type="checkbox"/>	population I150 <input type="checkbox"/>
acquaintance I151 <input type="checkbox"/>	palest I152 <input type="checkbox"/>	ceremony I153 <input type="checkbox"/>	monumental I154 <input type="checkbox"/>	acknowledge I155 <input type="checkbox"/>
threaten I156 <input type="checkbox"/>	burial I157 <input type="checkbox"/>	league I158 <input type="checkbox"/>	nevertheless I159 <input type="checkbox"/>	triumphant I160 <input type="checkbox"/>
rogue I161 <input type="checkbox"/>	ruinous I162 <input type="checkbox"/>	deny I163 <input type="checkbox"/>	original I164 <input type="checkbox"/>	consequences I165 <input type="checkbox"/>
reverence I166 <input type="checkbox"/>	cheque I167 <input type="checkbox"/>	pyramid I168 <input type="checkbox"/>	vehicle I169 <input type="checkbox"/>	emphasise I170 <input type="checkbox"/>
lieutenant I171 <input type="checkbox"/>	beneficial I172 <input type="checkbox"/>	piety I173 <input type="checkbox"/>	endeavour I174 <input type="checkbox"/>	susceptible I175 <input type="checkbox"/>
sacrificial I176 <input type="checkbox"/>	anticipate I177 <input type="checkbox"/>	idiotic I178 <input type="checkbox"/>	area I179 <input type="checkbox"/>	herioc I180 <input type="checkbox"/>
diameter I181 <input type="checkbox"/>	facility I182 <input type="checkbox"/>	cynical I183 <input type="checkbox"/>	analysis I184 <input type="checkbox"/>	picturesque I185 <input type="checkbox"/>
solicitor I186 <input type="checkbox"/>	inaccuracy I187 <input type="checkbox"/>	stratagem I188 <input type="checkbox"/>	persuasive I189 <input type="checkbox"/>	manoeuvres I190 <input type="checkbox"/>
preference I191 <input type="checkbox"/>	tyranny I192 <input type="checkbox"/>	catastrophe I193 <input type="checkbox"/>	opaque I194 <input type="checkbox"/>	decisive I195 <input type="checkbox"/>
miscellaneous I196 <input type="checkbox"/>	recipe I197 <input type="checkbox"/>	precipitous I198 <input type="checkbox"/>	pneumonia I199 <input type="checkbox"/>	calibre I200 <input type="checkbox"/>
mausoleum I201 <input type="checkbox"/>	occipital I202 <input type="checkbox"/>	facetious I203 <input type="checkbox"/>	tsetse I204 <input type="checkbox"/>	nausea I205 <input type="checkbox"/>
rhetoric I206 <input type="checkbox"/>	unanimity I207 <input type="checkbox"/>	heinous I208 <input type="checkbox"/>	fortuitous I209 <input type="checkbox"/>	desultory I210 <input type="checkbox"/>

(ii) Second word list - teacher to mark responses on this form

Please note carefully the pronunciation attempted by the child for each of these words. Try to persuade the child to make an attempt, if he or she seems hesitant.

	Word not attempted	Possible correct versions	Incorrect pronunciation
Neadow	I217 <input type="checkbox"/>	Neadow as in meadow <input type="checkbox"/> Neadow, ow as in low <input type="checkbox"/> Neadow, ow as in cow <input type="checkbox"/>	<input type="checkbox"/>
Locean	I218 <input type="checkbox"/>	as in ocean <input type="checkbox"/> or as in loseen <input type="checkbox"/>	<input type="checkbox"/>
Teague	I219 <input type="checkbox"/>	as in league <input type="checkbox"/> or as in tegew <input type="checkbox"/>	<input type="checkbox"/>
Orea	I220 <input type="checkbox"/>	as in area <input type="checkbox"/> or as in oreo <input type="checkbox"/>	<input type="checkbox"/>
Histle	I221 <input type="checkbox"/>	as in thistle <input type="checkbox"/>	<input type="checkbox"/>
Narewell	I222 <input type="checkbox"/>	as in farewell <input type="checkbox"/>	<input type="checkbox"/>
Odleness	I223 <input type="checkbox"/>	as in idleness <input type="checkbox"/>	<input type="checkbox"/>
Ronumental	I224 <input type="checkbox"/>	as in monumental <input type="checkbox"/>	<input type="checkbox"/>

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Diagnostic Measures (continued)

(b) Writing and Spelling

I3808

(i) Dictation

Time taken:

mins

secs

I3809 - I3864

Handwriting practice lines for the dictation task. The first line contains the handwritten text 'I3809 - I3864'. The remaining lines are blank for practice.

(ii) Your handwriting

Everybody writes differently.
Please copy either:

THIS SENTENCE The quick brown fox jumps over the lazy dog

OR THIS *The quick brown fox jumps over the lazy dog*

Write whichever way you prefer, in your ordinary handwriting:

I3865 - I3870

Vertical scale with numbers 3, 2, 3, 1, 0, 7 and a box. Includes text: PRINTING AND PROCESSING BY DRS LTD, MILTON KEYNES, ENGLAND. MAKE NO MARKS OR SMUDGES NEAR THESE LINES.

Diagnostic Measures (continued)

(c) Naming Body Parts - The Left Right Test

Sit facing the child across a table

With the child sitting in front of you, please give the following instructions and observe and record the responses. Mark all that apply.

Instructions	Correct Response	Echoed Question	Requested repeat of instruction	Epilepsia Took up what you said and developed it	Incorrect Response			
1. Show me your right hand Right hand shown	I225	<input type="checkbox"/>	I226 <input type="checkbox"/>	I227 <input type="checkbox"/>	I228 <input type="checkbox"/>	I229 <input type="checkbox"/>		
2. Show me your left ear Left ear shown	I230	<input type="checkbox"/>	I231 <input type="checkbox"/>	I232 <input type="checkbox"/>	I233 <input type="checkbox"/>	I234 <input type="checkbox"/>		
3. Put your hands of the table in front of the child Which is my right hand? Observer's right hand indicated	I235	<input type="checkbox"/>	I236 <input type="checkbox"/>	I237 <input type="checkbox"/>	I238 <input type="checkbox"/>	I239 <input type="checkbox"/>		
4. Touch my left hand with your right hand Observer's left hand touched Child's right hand used	I240	<input type="checkbox"/>	I241 <input type="checkbox"/>	I242 <input type="checkbox"/>	I243 <input type="checkbox"/>	I244 <input type="checkbox"/>	I245 <input type="checkbox"/>	I246 <input type="checkbox"/>
5. Point to my right ear with your right hand Observer's right ear indicated Child's right hand used	I247	<input type="checkbox"/>	I248 <input type="checkbox"/>	I249 <input type="checkbox"/>	I250 <input type="checkbox"/>	I251 <input type="checkbox"/>	I252 <input type="checkbox"/>	I253 <input type="checkbox"/>
6. Touch my right hand with your right hand Observer's right hand touched Child's right hand used	I254	<input type="checkbox"/>	I255 <input type="checkbox"/>	I256 <input type="checkbox"/>	I257 <input type="checkbox"/>	I258 <input type="checkbox"/>	I259 <input type="checkbox"/>	I260 <input type="checkbox"/>
7. Point to my left ear with your left hand Observer's left ear indicated Child's left hand used	I261	<input type="checkbox"/>	I262 <input type="checkbox"/>	I263 <input type="checkbox"/>	I264 <input type="checkbox"/>	I265 <input type="checkbox"/>	I266 <input type="checkbox"/>	I267 <input type="checkbox"/>
8. Touch my right hand with your left hand Observer's right hand touched Child's left hand used	I268	<input type="checkbox"/>	I269 <input type="checkbox"/>	I270 <input type="checkbox"/>	I271 <input type="checkbox"/>	I272 <input type="checkbox"/>	I273 <input type="checkbox"/>	I274 <input type="checkbox"/>
Did the child appear to use any special strategies:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	I283					
If yes, please describe:								

(d) Sequential Recall - Months of the Year

Please ask the child to say the months of the year.

Write down the initial letter of each month as it is said, indicate long pauses with dots.
e.g. If a child pauses after August and inverts September and October, but then corrects them, the entry would read: J F M A M J J A . . . O S, "no," S O N D

Please record all corrections. Please also record any queries about the importance of order, e.g. 'Do I have to say them in order?'

'Say the months of the year':

Child's response I3871 - I3879

'Now say them backwards':

Child's response I3880 - I3888

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Social Judgement Scale

Please read out each of the following situational descriptions to the child and summarise the answers, in about 20 to 25 words, on the lines below each item. The main purpose of the questions is to examine the reasoning underlying a child's statement that an action was right or wrong. Do not amplify in any way or discuss the item before noting the answers, although the question of 'why' the child has made his or her judgement may be pursued with subsidiary questions. Please do not offer your views to the child on the social imperatives involved here, until all the items have been answered.

- 1. A boy has lost his pocket money, so he takes some of the money that his mother has put out for the milkman. Was that right or wrong? . . . Why?

Right I275
Wrong

Why? . . . I3889
.

- 2. Two children are having a lot of fun with a football. A third child has no one else to play with and asks to join in the game. The two children refuse. Were they right or wrong to refuse? . . . Why?

Right I276
Wrong

Why? . . . I3890
.

- 3. A boy's marble rolls down the drain: it was his only marble. He asks if he can borrow just one marble from another boy who has a lot of marbles. The other boy refuses, so the first boy takes a marble and goes off with it. Was he right or wrong to do that? . . . Why?

Right I277
Wrong

Why? . . . I3891
.

- 4. A mother asks her daughter to help with some work at home. The daughter does not want to help; she wants to play with her friends. She tells her mother that she has to go back to school to fetch her homework books, although she has no homework to do. Was she right to say that, or wrong? . . . Why?

Right I278
Wrong

Why? . . . I3892
.

Vertical text on the left margin: PRINTING AND PROCESSING BY DRS LTD, MILTON KEYNES, ENGLAND. MAKE NO MARKS OR SMUDGES NEAR THESE LINES. Includes a vertical ruler and a box with the number 23.

Social Judgement Scale (continued)

5. A boy takes somebody else's toy and plays with it. He is careless and breaks the motor. The teacher asks the class who damaged the toy. The boy says nothing. Was he right or wrong to say nothing? . . . Why?

Right I279
Wrong

Why? . . . I3893 . . .
.....

6. A girl sees a blind man trying to cross a busy street. She is in a great hurry because her friends have said that she must be on time for the party; it's her first real party. She is sure someone else will come along to help the man cross the road. She runs off to the party. Was she right or wrong? . . . Why?

Right I280
Wrong

Why? . . . I3894 . . .
.....

7. A boy sees one of his friends breaking a school window and climbing in. The next day the teacher asks who broke into the school, because that person did a lot of damage. The boy who saw it says nothing. Was he right or wrong to say nothing? . . . Why?

Right I281
Wrong

Why? . . . I3895 . . .
.....

8. Some children are playing football. One of them is running backwards to head a ball. He doesn't look where he is going and treads on a girl's foot; it hurts her a great deal. He apologises at once but she slaps him. Was she right or wrong? . . . Why?

Right I282
Wrong

Why? . . . I3896 . . .
.....

CODER CODE : I3897

PLEASE CONSULT PAGE 12 OF THE INSTRUCTION BOOKLET ABOUT THE RETURN OF THE FORM.

THANK YOU VERY MUCH FOR ALL YOUR HELP.

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