St. Joseph College of Teacher Education for Women

Ernakulam

CRITERION II

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to

(Documentary evidence in respect to claim)

Submitted to

National Assessment and Accreditation Council (NAAC)

3rd Cycle of Assessment

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to

(Documentary evidence Of the need Student Assessment)

Sl.No.	Need	Documents	Pages
1	Student Assessment	Achievement Test	1-25
		Reflective Journal	26-30

ACHIEVEMENT TEST

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ACHIEVEMENT TEST

DESIGNING THE TEST

A) Weightage to Learning Objectives

Sl.No	LEARNING OBJECTIVES	MARKS	PERCENTAGE
1.	Knowledge domain	6	24 %.
2.	Process domain	10.5	42 %.
3.	Application domain	4.5	18 %.
4.	Attitudinal domain	2	8 %.
5.	Creativity domain	2	8 %.
	TOTAL	25	100 %.

B) Weightage to content

NAME OF UNIT	Sl. NO	CONTENT	MARKS	PERCENTAGE
Why classification	1.	Taxonomy and taxonomic key	1/2	2%.
	2.	Taxonomic hierarchy	1/2	2%.
	3.	Binomial nomenclature	2	8%.
	4.	Two kingdom classification	2	8%.
	5.	Five kingdom classification	1	4%.
	6.	Six kingdom classification	1 1/2	6%.
	7.	Virus	1/2	2%.
Diversity of organisms	1.	Biosphere and ecology	2	8%
	2.	Food chain and food web		
	3.	Ecological interaction	3 1/2	14 %.
	4.	Diverse ecosystem	1/2	2%
	5.	Importance of biodiversity	1 1/2	6%.
		TOTAL	25	100%.

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c) Weightage to form of Question

Sl. NO	TYPE OF QUESTION	NO: OF QUESTIONS	MARKS	PERCENTAGE
1.	Objective	17	10	40%.
2.	Short answer	7	11	44%.
3.	Essay	1	4	16%.
	TOTAL	25	25	100%.

d) Weightage to difficulty level

Sl. NO	DIFFICULTY LEVEL	MARKS	PERCENTAGE
1.	Easy	4	16%.
2.	Average	19	76%.
3.	Difficult	2	8%.
	TOTAL	25	100%.

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BLUE PRINT

Instructional Objectives / Form of Question / Content	Knowledge			Process			Application			Attitudinal			Creativity			TOTAL
	O	S.A	E	O	S.A	E	O	S.A	E	O	S.A	E	O	S.A	E	
Taxonomy	(1)$^{1/2}$															1/2
Taxonomic Hierarchy	(1)$^{1/2}$															1/2
Binomial Nomenclature	(1)$^{1/2}$						(1)$^{1/2}$	(1)^{1}								2
Two kingdom classification		(1)^{2}														2
Five kingdom classification	(1)$^{1/2}$			(1)$^{1/2}$												1
Six kingdom classification				(1)$^{1/2}$												1/2
Virus				(1)$^{1/2}$	(1)^{1}											1 1/2
Biosphere and ecology														(1)^{2}		2
Food chain and foodweb	(1)$^{1/2}$			(1)$^{1/2}$			(1)^{2}									3
Ecological interactions	(2)^{1}			(1)$^{1/2}$	(1)^{2}											3 1/2
Diverse ecosystem	(1)$^{1/2}$							(1)^{1}								1 1/2
Biodiversity and its importance				(2)^{1}		(1)^{4}								(1)^{2}		9
TOTAL		6			10.5			4.5			2			2		25

* Number inside the bracket indicates the number of Questions — number outside the bracket indicate

COLLEGE OF TEACHER EDUCATION ERNAKULAM

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Sacred Heart High School, Thevara

BIOLOGY

Standard: VIII

Maximum Mark: 25

Maximum time: 40 minutes

INSTRUCTIONS:

- Question paper consist of 3 parts – A, B and C
- First 5 minutes is given as cool off time. This time is to be used for reading and understanding the questions
- Answer all questions
- Subject, Name, class and roll number should be written on each answer sheets.

PART-A

I. Answer all the questions. Each question carries ½ mark (5 x ½ = 2½)

1. ---------- is the highest level of classification.

2. ---------- is known as the father of taxonomy.

3. ---------- indicates the position of organisms in food chain.

4. The relation between flower and butterfly is called ----------.

5. The genus of an organism X is *Bos* and species is *Taurus*.

The scientific name organism is ----------.

II. Rewrite the following statements by correcting errors in the underlined part

(½ x 2 = 1)

6. Bacteria is included in Kingdom Protista.

7. Nutrient cycling is cultural service provided by biodiversity.

III. Name the following (1/2x 4=2)

8. Name the kingdom that includes mushroom.

9. Name the person who proposed Binomial Nomenclature.

10. Name the type of ecosystem where polar bear is seen.

11. Name the ecological interaction that is seen between mango tree and *loranthus*.

IV. Pick the odd one (1/2x 4=2)

Protista, Animalia, Fungi, Eukarya

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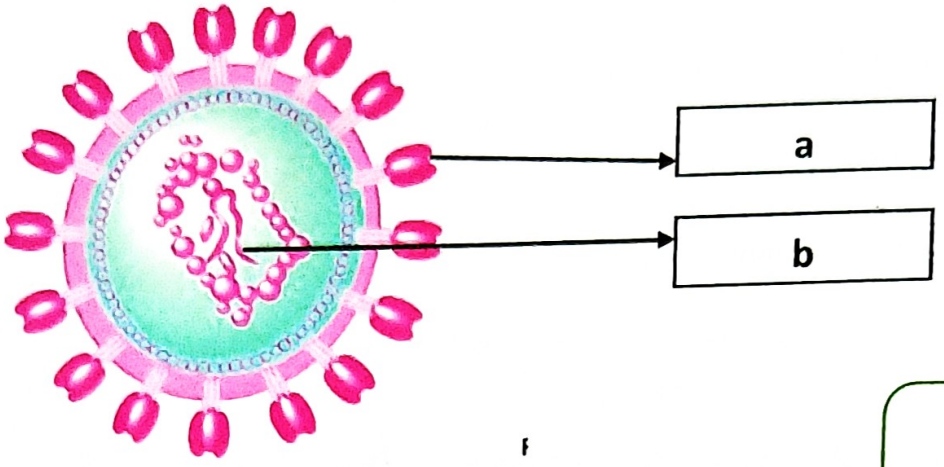
15. Grass, Lion, Frog, Snake

16. Observe the diagram and fill the box (½ x 4 =2)



HINT: Protein coat

Genetic material

V. Match the following (½ x 4= 2)

A	B	C
17. Paddy	Secondary consumer	Fourth trophic level
18. Rat	Primary consumer	Second trophic level
19. Eagle	Tertiary consumer	Third trophic level
20. Snake	Producer	First trophic level

PART-B

VI. Answer the questions in one or two sentences (1x3=3)

21. Analyse the given table about desert ecosystem and answer the following.

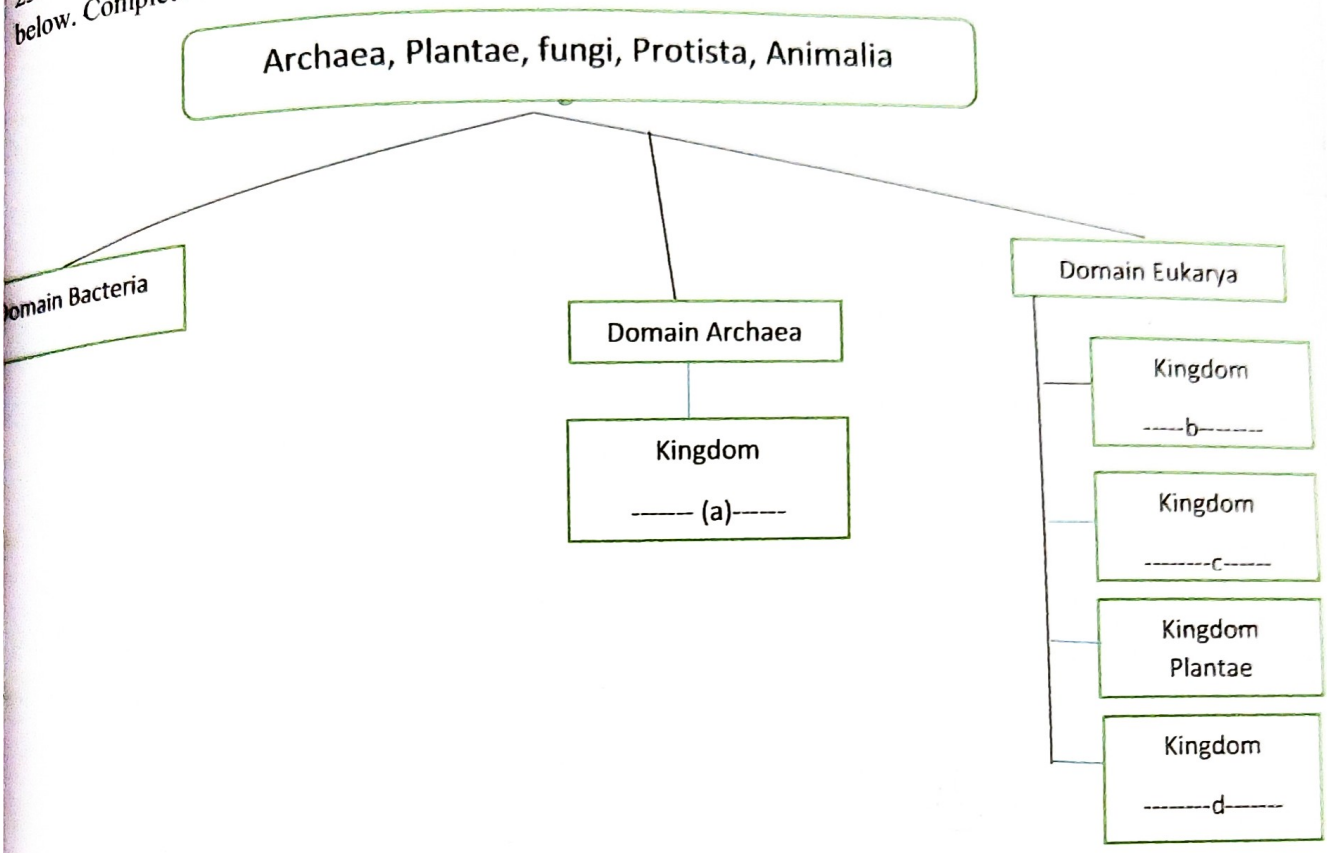
Plants	Animals
Cactus, Shrubs, Grass, Mosses	Snakes, camels, rodents, Birds, Hyenas

1) What modifications are observed in desert plants?

2) Which consumer is present in desert ecosystem?

22. Each organism has different names at different places. What is the scientific method to overcome this problem?

23. Various domains and kingdoms included in the six kingdom classification are given below. Complete the illustration properly by choosing from options given below:



VII. Answer the following in two or three sentences (2x4=8)

24. Prepare a poster for creating awareness on ecological conservation?

25. Observe the given image:

a) Which type of ecological interaction is shown in the picture?

b) Explain about it.

26. Differentiate between kingdom Plantae and kingdom Animalia based on two kingdom classification?

27. Development is impossible without biodiversity depletion. Do you agree with this statement? Give reason for your opinion.

PART-C

28. Prepare a table listing out the four types of services provided by biodiversity. (4×1=4)

SCORING KEY

No	KEY ANSWERS	MARKS
1.	Kingdom	1/2
2.	Carl Linnaeus	1/2
3.	Trophic Level	1/2
4.	Mutualism	1/2
5.	Bos taurus	1/2
6.	Amoeba	1/2
7.	Auxillary service	1/2
8.	Kingdom Fungi	1/2
9.	Carl Linnaeus	1/2
10.	Tundra	1/2
11.	Parasitism	1/2
12.	Eukarya	1/2
13.	Biological control	1/2
14.	Mutualism	1/2
15.	Grass	1/4
16.	A - Protein coat B - Genetic material	1/4
17.	Paddy - Producer - First trophic level	1/4 + 1/4 = 1/2
18.	Rat - Primary consumer - Second trophic level	1/4 + 1/4 = 1/2
19.	Snake - Secondary consumer - Third trophic level	1/4 + 1/4 = 1/2
20.	Eagle - Teatiary consumer - Fourth trophic level	1/4 + 1/4 = 1/2

MARKING SCHEME

Sl. No	VALUE POINTS	MARKS FOR EACH VALUE POINT	TOTAL MARKS
21.	Size of leaves are reduced to decrease transpiration	1/2	1
	Camel	1/2	
22.	Binomial nomenclature avoids confusion	1/2	1
	First word - Genus	1/4	
	Second word - Species	1/4	
23.	(A) - Archaea	1/4	1
	(B) - Protista	1/4	
	(C) - Fungi	1/4	
	(D) - Animalia	1/4	
24.	Title	1/2	2
	Presentation	1/2	
	Theme	1/2	
	Neatness	1/2	
25.	Predation	1/2	2
	Negative interaction	1/2	
	Beneficial to one organism	1/2	
	Harmful to other organism	1/2	
26.	Plantae		2
	Cannot move	1/2	
	Autotrophic	1/2	
	Animalia		
	Can move	1/2	
	Heterotrophic	1/2	
27.	No, development is possible without biodiversity by depletion	1/2 + 1/2	2
	Construction can be done without destruction	1/2 + 1/2	

.No	VALUE POINTS	MARKS FOR EACH VALUE POINTS	TOTAL MARKS
18.	×Availability of essential materials Eg: Food, medicine, Fuel	1/2 1/4 + 1/4	4
	×Ecological services Eg: Soil formation, Prevention of soil erosion, $O_2 - CO_2$ balance, control of food	1/2 1/4 + 1/4	
	× Auxillary services Eg: Nutrient cycling, Pollination, Biological control, seed dispersal	1/2 1/4 + 1/4	
	× Cultural service Eg: Aesthetics, Recreation, Study, Rituals and their practice	1/2 1/4 + 1/4	

QUESTION WISE ANALYSIS

Sl. No	CONTENTS	OBJECTIVE (DOMAINS)	SPECIFICATION	FORM OF QUESTION	DIFFICULTY LEVEL	MARKS	EXPECTED TIME
1.	Taxonomic Hierarchy	Knowledge	identifies	objective	Easy	1/2	1/2
2.	Taxonomy	Knowledge	recalls	objective	Easy	1/2	1/2
3.	Food chain and food web	Knowledge	recalls	objective	Easy	1/2	1/2
4.	Ecological interaction	Knowledge	recognizes	objective	Easy	1/2	1/2
5.	Binomial nomenclature	Application	critically thinks	objective	Average	1/2	1/2
6.	Five kingdom classification	Process	infers	objective	Average	1/2	1/2
7.	Importance of biodiversity	Process	infers	objective	Average	1/2	1/2
8.	Five kingdom classification	Knowledge	recognizes	objective	Easy	1/2	1/2
9.	Binomial nomenclature	Knowledge	recalls	objective	Easy	1/2	1/2
10.	Diverse ecosystem	Knowledge	identifies	objective	Average	1/2	1/2
11.	Ecological interaction	Knowledge	recalls	objective	Easy	1/2	1/2
12.	Six kingdom classification	Process	classifies	objective	Easy	1/2	1/2
13.	Importance of biodiversity	Process	classifies	objective	Average	1/2	1/2
14.	Ecological interaction	Process	classifies	objective	Difficult	1/2	1
15.	Food chain and Food web	Process	classifies	objective	Average	1/2	1
16.	Virus	Process	communicates	objective	Difficult	1/2	1
17.	Food chain and Food web	Application	Relates	objective	Average	1/2	3
18.	Food chain and Food web	Application	Relates	objective	Average	1/2	
19.	Food chain and Food web	Application	Relates	objective	Average	1/2	
20.	Food chain and Food web	Application	Relates	objective	Average	1/2	

Sl. No	CONTENTS	OBJECTIVE (DOMAINS)	SPECIFICATION	FORM OF QUESTION	DIFFICULTY LEVEL	MARKS	EXPECTED TIME
21.	Diverse Ecosystem	Application	Analyses	Short answer	Easy	1	1
22.	Binomial Nomenclature	Application	critically thinks	Short answer	Average	1	3
23.	Six kingdom classification	Process	communicates	Short answer	Average	1	3
24.	Importance of Biodiversity	Creativity	designs	Short answer	Average	2	3
25.	Ecological interaction	Process	observes and communicates	Short answer	Average	2	4
26.	Two kingdom classification	knowledge	Differentiates	Short answer	Average	2	4
27.	Importance of Biodiversity	Attitudinal	makes decision	Short answer	Average	2	4
28.	Importance of biodiversity	Process	communicate	Essay	Average	4	5 1/2

SCORE SHEET OF ACHIEVEMENT TEST

CLASS : VIII C

Sl.No	NAME OF THE STUDENT	MARKS OUT OF 25	PERCENTAGE (%)
1.	Aadhil Zamar. V. N	8 1/2	34%
2.	Abhinav Sunil	4 3/4	19%
3.	Abhay K.S	10 1/2	42%
4.	Adarsh Sunil	9	36%
5.	Afreed Noufal	6	24%
6.	Aldrin Antony	11 1/2	46%
7.	Annet Mary	20 1/4	81%
8.	Ann Mary V.B	16	64%
9.	Anthony Isidore	12	48%
10.	Aidhan Arun	17 1/4	69%
11.	Eshan Paul	15 1/2	62%
12.	Ajay Kumar	13 1/2	54%
13.	Ben George	14	56%
14.	Bishwaranjan Rout	10 1/2	42%
15.	Bhadra Bose	16	64%
16.	Dakshina Saju	12 1/2	50%
17.	Devnand Satheesh	7 1/2	30%
18.	George Nehal	15 1/2	62%
19.	Haren Sinto	17	68%
20.	Hana Fathima	14	56%
21.	Jude George	13 1/2	54%
22.	Kevin Jolly	17	68%
23.	Kannadhan T.N	12	48%
24.	Sivajith M.A	14 1/2	58%
25.	Muhammed Swalih M.A	10	40%

Sl.No	NAME OF THE STUDENT	MARKS OUT OF 25	PERCENTAGE (%)
26.	Rahul Suresh Menon	17	68%.
27.	Sreyas Krishnan	13 1/2	54%.
28.	Sreehari Suresh	8 1/2	34%.
29.	Pranav Biju	12 1/2	50%.
30	Sreehari Shankar	11 1/2	46%.
31.	Samuel Peter Bobar	15	60%.
32.	Muhammed Anex	18 1/2	74%.
33.	Muhammed Safar	13 1/4	53%.
34.	Saira Anna	16	64%.
35.	Shiva priya V.S	12 1/2	50%.
36.	Sreelakshmi Rajesh	14	56%.
37.	Vishal. V	19 1/4	77%.
38.	Vinayak V.S	17 1/2	70%.
39.	Neeraj Madhavan	10 1/2	42%.
40.	Zamil A.S	15 1/2	62%.

Highest Mark : 20 1/4

Lowest Mark : 4 3/4

RANGE OF MARKS ALLOTED

RANGE OF MARKS	GRADE
100 - 90	A^+
89 - 80	A
79 - 70	B^+
69 - 60	B
59 - 50	C^+
49 - 40	C
39 - 30	D^+
29 - 30	D
Below 20	E

STATISTICAL ANALYSIS

MEAN

CLASS INTERVAL	FREQUENCY	x	fx
0 - 10	0	5	0
10 - 20	1	15	15
20 - 30	1	25	25
30 - 40	4	35	140
40 - 50	9	45	405
50 - 60	11	55	605
60 - 70	10	65	650
70 - 80	3	75	225
80 - 90	1	85	85
90 - 100	0	95	0
TOTAL	50		$\sum fx = 2150$

$$\text{Mean} = \frac{\sum fx}{n}$$

$\sum$ → Sum
f → frequency
x → Mid point of class interval
n → total frequency

Calculation

$$\text{Mean} = \frac{\sum fx}{n} = \frac{2150}{50} = 43$$

$\therefore$ Mean = 43

MEDIAN

CLASS INTERVAL	FREQUENCY (f)	CUMULATIVE FREQUENCY	
0 - 10	0	0	
10 - 20	1	1	
20 - 30	1	2	
30 - 40	4	6	
40 - 50	9	15	
50 - 60	11	26	Median class
60 - 70	10	36	
70 - 80	3	39	
80 - 90	1	40	
90 - 100	0	40	

$f = 40$

$$\text{Median} = L_1 + \frac{L_2 - L_1}{f}(m - c)/\ell + \left[\frac{n/2 - m}{f}\right] \times C$$

L_1 → Lower limit of Median class
L_2 → Upper limit of Median class
f → Frequency of Median class
c → class width
m → cumulative frequency of class just preceding Median class

$n/2 = 40/2 = 20$

Median class = 50 - 60

Calculation

$l = 50$, $n/2 = 40/2 = 20$, $C = 10$, $m = 15$, $f = 11$

$$\text{Median} = l + \left[\frac{n/2 - m}{f}\right] \times C$$

$$= 50 + \left[\frac{20 - 15}{11}\right] \times 10$$

$$= 50 + 4.5$$

$$= 54.5$$

Median = 54.5

MODE

Mode = 3 Median − 2 Mean

Median = 54.5

Mean = 43

Mode = $(3 \times 54.5) - (2 \times 43)$

$= 163.5 - 86$

$= 77.5$

STANDARD DEVIATION

$$S.D = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

x	f	Mid value	fx	x^2	fx^2
0 - 10	0	5	0	25	0
10 - 20	1	15	15	225	225
20 - 30	1	25	25	625	625
30 - 40	4	35	140	1225	4900

40 - 50	9	45	405	2025	18,225
50 - 60	11	55	605	3025	33275
60 - 70	10	65	650	4225	42,250
70 - 80	3	75	225	5625	16875
80 - 90	1	85	85	7225	7225
90 - 100	0	95	0	9025	0
	$N = \sum f = 40$		$\sum fx = 2150$		$\sum fx^2 = 123600$

$$\sigma = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$= \sqrt{\frac{123600}{40} - \left(\frac{2150}{40}\right)^2}$$

$$= \sqrt{3090 - 2889.06}$$

$$= \sqrt{200.94}$$

Standard deviation = 14.17

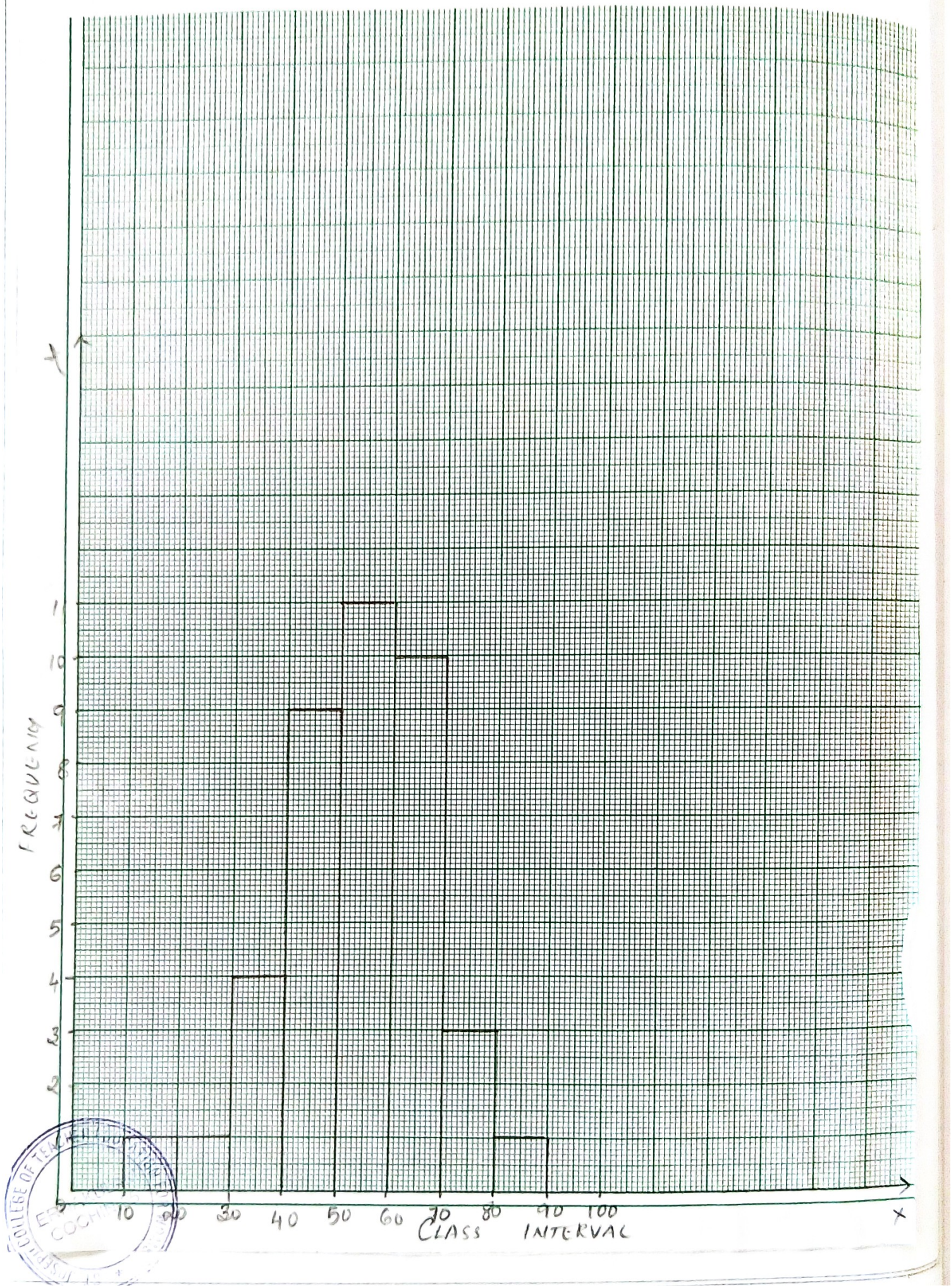
STATISTICAL ANALYSIS TABLE

Sl.No	STATISTICS	VALUE
1	Mean	43
2.	Median	54.5
3	Mode	77.5
4	Standard deviation	14.17

GRAPHICAL REPRESENTATION

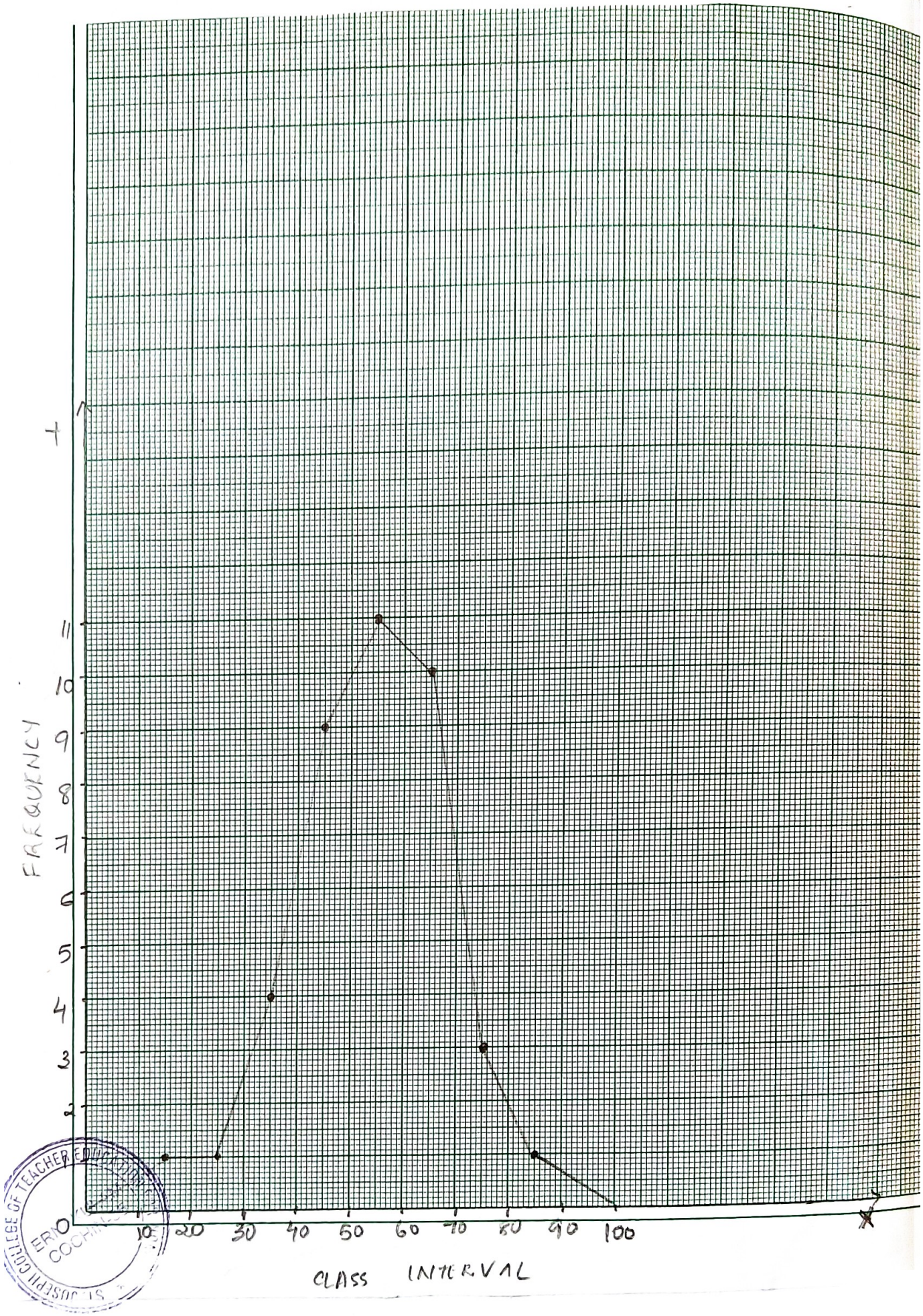
(1) HISTOGRAM

CLASS INTERVAL	FREQUENCY
0 - 10	0
10 - 20	1
20 - 30	1
30 - 40	4
40 - 50	9
50 - 60	11
60 - 70	10
70 - 80	3
80 - 90	1
90 - 100	0



(2) FREQUENCY POLYGION

CLASS INTERVAL	MID POINT	FREQUENCY
0 - 10	5	0
10 - 20	15	1
20 - 30	25	1
30 - 40	35	4
40 - 50	45	9
50 - 60	55	11
60 - 70	65	10
70 - 80	75	3
80 - 90	85	1
90 - 100	95	0



INTERPRETATION DATA

An achievement test was conducted for the students of class VIII C of Sacred Heart High School, Thovara. The achievement test was out of 25 marks. The test was administered on 12/12/2022 The analysis of the score sheet gives information regarding the highest and lowest scores. The highest score obtained is 20.25 and the lowest score is 4.75

Statistical analysis of the data was done to find the Mean, Median, Mode and Standard deviation. The mean value is 43, Median is 54.5, Mode value is 77.5 and standard deviation is 14.17. From the statistical data it is very clear that students belong to average category and only few belong to below average category.

Graphical representation of data was done using histogram and frequency polygon. From the analysis it is interpreted that there are no students in the range of 0-10. There is one student in the range of 10-20 and 20-30, 4 students in 30-40 and 9 in the range of 40-50. Majority of the students ie; 11 among them scored between 50-60%. 3 students scored between 70-80%. Only 1 students scored more than 80%. Most of the students were found to be in average level. The lower scorers has to improve a lot. As a whole the statistical analysis revealed that the performance of student is not upto the expected

level. and hence required much improvement. Among the 40 students, most of the students belong to average category.

10/2/2023

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ST.JOSEPHCOLLEGEOFTEACHEREDUCATIONFORWOMENERNAKULAM,REFLECTIVEJOURNAL

2021-2023

SEMESTER:I/II/III/IV

NameoftheEvent: Internship programme

NameoftheStudent Teacher: Meera Susan kuruan

OptionalSubject: Natural Scienc **Date:** 12/11/22

Levels ofreflection	JOURNALENTRY
Description(*Describewhath appened?)*	The lesson plans taken for 8th standard include microbial fertilizers, pest control methods waste management and sustainable agriculture and agriculture for all sectors and the topic of 9th standard was respiratory disorder. The class went well.
Feelings(*What were yourthoughts &feelings)*	I was little tensed in my first classes Later on I gained confidence and took class with maximum energy and enthusiasm. The students responses made me very happy
Evaluation(*What was good &bad about theexperience?)*	The classes were taken well. I clarified the doubts of students which intern boosted my confidence. Improved my blackboard writing skills.
Analysis *(What sense canyou make of thesituation?)*	The overall peyormance and teaching learning experience in the class was really good. The cooperation of the students in completing the learning activities were appreciable
Conclusion *(What else couldyou havedone?*	I should continue to give my students interesting activities and timely feedback.
ActionPlan *(What is your planforthefuture?)*	I will sustain my confidence level and will make my classes more lively by increasing the interaction with the students

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Teacher-in-charge: Dimal Jacob Signature&Date: Dimal 9/2/2023

ST.JOSEPHCOLLEGEOFTEACHEREDUCATIONFORWOMENERNAKULAM,REFLECTIVEJOURNAL

2021-2023

SEMESTER:I/II/III/IV

NameoftheEvent: Internship programme

NameoftheStudent Teacher: Meera Susan Kuruan

OptionalSubject: Natural science **Date:** 19/11/23

Levels ofreflection	JOURNALENTRY
Description(*Describewhathappened?)*	The lesson plans taken for 8th standard students includes topics like classification, Taxonomy, important scientists of taxonomy and for 9th student includes sweating and general features of kidney. Group discussion and demonstration were the strategies used
Feelings(*What were yourthoughts &feelings)*	I was well prepared for the class. I was confident to take the classes. I was able to interact well with the students. The cooperation and good responses from students made me more confident.
Evaluation(*What was good &bad about theexperience?)*	The class went well. My communication and class management skills improved a lot. I give proper feedback to students and they completed the follow up activities well.
Analysis *(What sense canyou make of thesituation?)*	The classes were actually good. I was able to ensure the participation of students. I provided attention to the needed students
Conclusion *(What else couldyou havedone?*	The classes were taken in a systematic way. I want to sustain the energy level throughout the classes. I want to include a session in my class where students needs to summarize the content taken in the class
ActionPlan *(What is yourplanforthefuture?)*	I will improve my overall teaching competency. I will give proper attention to every student will include multisensory teaching and learning aids in the classroom

Teacher-in-charge: Divimol Jacob Signature&Date: Divimol 9/2/2023

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REFLECTIVE JOURNAL
2021-2023
SEMESTER: I/II/III/IV

Name of the Event: CLUB ACTIVITIES
Name of the Student Teacher: ANITA ABRAHAM
Optional Subject: NATURAL SCIENCE **Date:** 09-12-2022

Levels of reflection	JOURNAL ENTRY
Description *(Describe what happened?)*	As part of B.Ed curriculum, I conducted club activities in the school. For this, I created science club under the guidance of Ms Julianna Jalob. Poster making and Quiz competition were the two activities held
Feelings *(What were your thoughts & feelings)*	It was a first experience ever I had made a club and organized the activities. Poster competition and Quiz was conducted as per instructions given. Though I had a confusion in the beginning, later everything came out well
Evaluation *(What was good & bad about the experience?)*	The participation from student side was amazing. They were eagerly participated within the activities. The students were aware about the club activities and showe whole-hearted cooperation
Analysis *(What sense can you make of the situation?)*	The activities were sufficient and interesting. so that the students can participate in the activities in a well organized manner.
Conclusion *(What else could you have done?*	More activities could have been conducted as part of the science club and thereby keep the students interested in such activities
Action Plan *(What is your plan for the future?)*	Various activities should be incorporated on each day for enriching their knowledge and experience.

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St. Joseph College of Teacher Education for Women, Ernakulam

Teacher-in-charge: Dinimol Jacob Signature & Date: Anita 10/2/2023

Reflective Journal

1) Description of events.

A documentary on POCSO Act was prepared as a part of B.Ed curriculum. The video recordings for the documentary was done on 31st May 2023 and was edited using in-shot app.

2) Feelings

It was my first experience to create a documentary. It was indeed an opportunity to develop myself as a teacher. At first, I was very much confused about the work. But by doing the task I gained confidence.

3) Evaluation

The practical work made me realize the importance of POCSO Act in today's society. Overall the work was very helpful to understand more about the Act. All students should aware of such rules.

4) Analysis

Through the analysis, the documentary was taken very smoothly. Overall the task went well. I really enjoyed the work.

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5) Action plan.

As a future teacher, I will try to provide the information regarding POCSO Act to my students and will inculcate interesting activities which promote activites which promote awareness of rules and regulations against child abuse among students.

6) Conclusion.

Total work went well. POCSO Act was enacted by the Parliament in 2012 to prevent children aged less than 18 from offences like Sexual harrassment, Sexual assault, and child pornography. I really enjoyed grasping new knowledge and working first time on documentary.

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