Reading sample tasks

Esta publicación recoge las pruebas liberadas de lectura en PISA

En la Web de la OCDE se pueden descargar los informes completos de los que se han recogido estas pruebas:

- *Take the Test. Sample Questions from OECD's PISA Assessments*
- *PISA 2009. Reading test ítems*

READING UNIT 1: LAKE CHAD

Figure 1 shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.
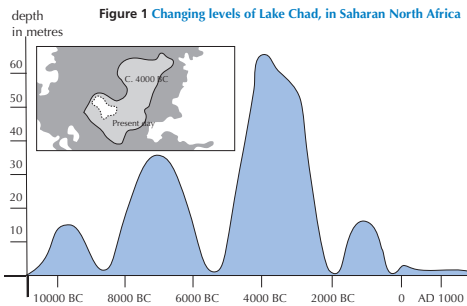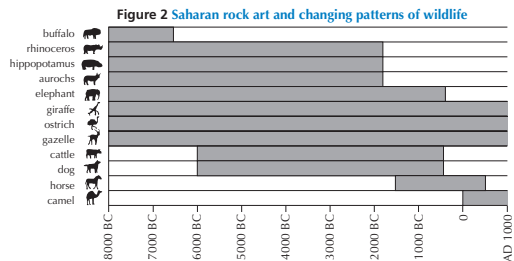
Figure 1 Changing levels of Lake Chad, in Saharan North Africa

Figure 2 shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife

Source: Past Worlds: The Times Atlas of Archaeology, Times Books Limited 1988

Figure 2 Saharan rock art and changing patterns of wildlife

Use the above information about Lake Chad to answer the questions below.

QUESTION 1.1

What is the depth of Lake Chad today?

A. About two metres.

B. About fifteen metres.

C. About fifty metres.

D. It has disappeared completely.

E. The information is not provided.

QUESTION 1.2

In about which year does the graph in Figure 1 start?

....

QUESTION 1.3

Why has the author chosen to start the graph at this point?

....

....

17

QUESTION 1.4

Figure 2 is based on the assumption that

A. the animals in the rock art were present in the area at the time they were drawn.

B. the artists who drew the animals were highly skilled.

C. the artists who drew the animals were able to travel widely.

D. there was no attempt to domesticate the animals which were depicted in the rock art.

QUESTION 1.5

For this question you need to draw together information from Figure 1 and Figure 2.

The disappearance of the rhinoceros, hippopotamus and aurochs from Saharan rock art happened

A. at the beginning of the most recent Ice Age.

B. in the middle of the period when Lake Chad was at its highest level.

C. after the level of Lake Chad had been falling for over a thousand years.

D. at the beginning of an uninterrupted dry period.

READING UNIT 2 : FLU

ACOL VOLUNTARY FLU IMMUNISATION PROGRAM

As you are no doubt aware the flu can strike rapidly and extensively during winter. It can leave its victims ill for weeks.

The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.

ACOL has decided to offer staff the opportunity to be immunised against the flu as an additional way to prevent this insidious virus from spreading amongst us. ACOL has arranged for a nurse to administer the immunisations at ACOL, during a half-day session in work hours in the week of May 17. This program is free and available to all members of staff.

Participation is voluntary. Staff taking up the option will be asked to sign a consent form indicating that they do not have any allergies, and that they understand they may experience minor side effects.

Medical advice indicates that the immunisation does not produce influenza. However, it may cause some side effects such as fatigue, mild fever and tenderness of the arm.

Who should be immunised?

Anyone interested in being protected against the virus.

This immunisation is especially recommended for people over the age of 65. But regardless of age, ANYONE who has a chronic debilitating disease, especially cardiac, pulmonary, bronchial or diabetic conditions.

In an office environment ALL staff are at risk of catching the flu.

Who should not be immunised?

Individuals hypersensitive to eggs, people suffering from an acute feverish illness and pregnant women.

Check with your doctor if you are taking any medication or have had a previous reaction to a flu injection.

If you would like to be immunised in the week of May 17 please advise the personnel officer, Fiona McSweeney, by Friday May 7. The date and time will be set according to the availability of the nurse, the number of participants and the time convenient for most staff. If you would like to be immunised for this winter but cannot attend at the arranged time please let Fiona know. An alternative session may be arranged if there are sufficient numbers.

For further information please contact Fiona on ext. 5577.

Enjoy **Good Health**

19
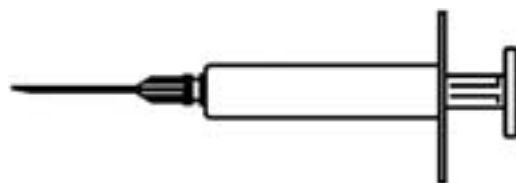
Fiona McSweeney, the personnel officer at a company called ACOL, prepared the information sheet on the previous page for ACOL staff. Refer to the information sheet to answer the questions which follow.

QUESTION 2.1

Which one of the following describes a feature of the ACOL flu immunisation program?

A. Daily exercise classes will be run during the winter.

B. Immunisations will be given during working hours.

C. A small bonus will be offered to participants.

D. A doctor will give the injections.

QUESTION 2.2

We can talk about the *content* of a piece of writing (what it says).

We can talk about its *style* (the way it is presented).

Fiona wanted the *style* of this information sheet to be friendly and encouraging.

Do you think she succeeded?

Explain your answer by referring in detail to the layout, style of writing, pictures or other graphics.

....

....

....

QUESTION 2.3

This information sheet suggests that if you want to protect yourself against the flu virus, a flu injection is

A. more effective than exercise and a healthy diet, but more risky.

B. a good idea, but not a substitute for exercise and a healthy diet.

C. as effective as exercise and a healthy diet, and less troublesome.

D. not worth considering if you have plenty of exercise and a healthy diet.

QUESTION 2.4

Part of the information sheet says:

Who should be immunised?

Anyone interested in being protected against the virus.

After Fiona had circulated the information sheet, a colleague told her that she should have left out the words "Anyone interested in being protected against the virus" because they were misleading.

Do you agree that these words are misleading and should have been left out?

Explain your answer.

....

....

....

QUESTION 2.5

According to the information sheet, which one of these staff members should contact Fiona?

A. Steve from the store, who does not want to be immunised because he would rather rely on his natural immunity.

B. Julie from sales, who wants to know if the immunisation program is compulsory.

C. Alice from the mailroom who would like to be immunised this winter but is having a baby in two months.

D. Michael from accounts who would like to be immunised but will be on leave in the week of May 17.

2

READING UNIT 3 : GRAFFITI

2

I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.

Why do you spoil the reputation of young people by painting graffiti where it's forbidden? Professional artists do not hang their paintings in the streets, do they? Instead they seek funding and gain fame through legal exhibitions.

In my opinion buildings, fences and park benches are works of art in themselves. It's really pathetic to spoil this architecture with graffiti and what's more, the method destroys the ozone layer. Really, I can't understand why these criminal artists bother as their "artistic works" are just removed from sight over and over again.

Helga

There is no accounting for taste. Society is full of communication and advertising. Company logos, shop names. Large intrusive posters on the streets. Are they acceptable? Yes, mostly. Is graffiti acceptable? Some people say yes, some no.

Who pays the price for graffiti? Who is ultimately paying the price for advertisements? Correct. The consumer.

Have the people who put up billboards asked your permission? No. Should graffiti painters do so then? Isn't it all just a question of communication – your own name, the names of gangs and large works of art in the street?

Think about the striped and chequered clothes that appeared in the stores a few years ago. And ski wear. The patterns and colours were stolen directly from the flowery concrete walls. It's quite amusing that these patterns and colours are accepted and admired but that graffiti in the same style is considered dreadful.

Times are hard for art.

Sophia

Source: Mari Hankala.

The two letters above come from the Internet and are about graffiti. Graffiti is illegal painting and writing on walls and elsewhere. Refer to the letters to answer the questions below.

QUESTION 3.1

The purpose of each of these letters is to

A. explain what graffiti is.

B. present an opinion about graffiti.

C. demonstrate the popularity of graffiti.

D. tell people how much is spent removing graffiti.

QUESTION 3.2

Why does Sophia refer to advertising?

....

....

QUESTION 3.3

Which of the two letter writers do you agree with? Explain your answer by using *your own words* to refer to what is said in one or both of the letters.

....

....

....

QUESTION 3.4

2

We can talk about *what* a letter says (its content).

We can talk about *the way* a letter is written (its style).

Regardless of which letter you agree with, in your opinion, which do you think is the better letter? Explain your answer by referring to *the way* one or both letters are written.
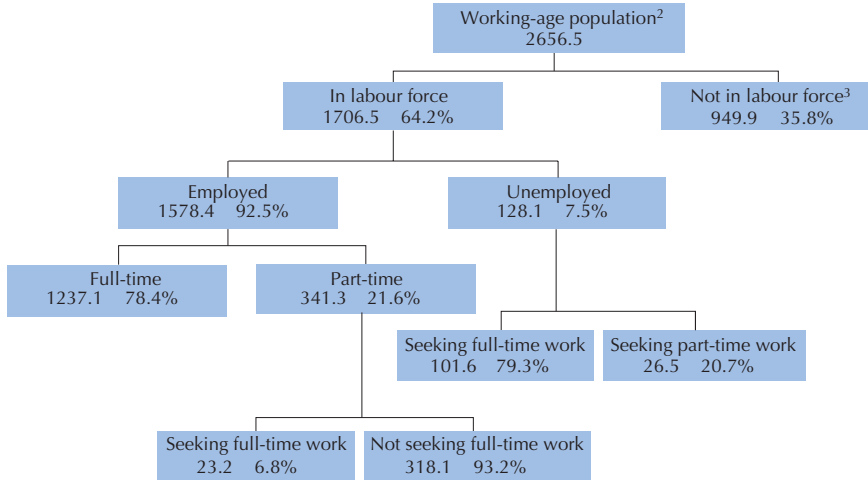
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READING UNIT 4: LABOUR

2

The tree diagram below shows the structure of a country's labour force or "working-age population". The total population of the country in 1995 was about 3.4 million.

The Labour Force Structure year ended 31 March 1995 (000s)[1]

```
                        Working-age population[2]
                              2656.5
                    ┌───────────────┴───────────────┐
              In labour force              Not in labour force[3]
              1706.5   64.2%                  949.9    35.8%
          ┌────────┴────────┐
      Employed           Unemployed
    1578.4   92.5%       128.1   7.5%
    ┌──────┴──────┐        ┌──────────┴──────────┐
 Full-time     Part-time   Seeking full-time   Seeking part-time
1237.1 78.4%  341.3 21.6%   work               work
                            101.6   79.3%       26.5   20.7%
          ┌────────────┴────────────┐
   Seeking full-time work    Not seeking full-time work
      23.2    6.8%              318.1    93.2%
```

1. Numbers of people are given in thousands (000s).
2. The working-age population is defined as people between the ages of 15 and 65.
3. People "Not in labour force" are those not actively seeking work and/or not available for work.
Source: D. Miller, Form 6 Economics, ESA Publications, Box 9453, Newmarket, Auckland, New Zealand, p. 64.

Use the information about a country's labour force shown above to answer the questions below.

QUESTION 4.1

What are the two main groups into which the working-age population is divided?

A. Employed and unemployed.

B. Of working age and not of working age.

C. Full-time workers and part-time workers.

D. In the labour force and not in the labour force.

QUESTION 4.2

How many people of working age were not in the labour force? (Write the *number* of people, not the percentage.)

....

QUESTION 4.3

In which part of the tree diagram, if any, would each of the people listed in the table below be included?
Show your answer by placing a cross in the correct box in the table.
The first one has been done for you.

	"In labour force: employed"	"In labour force: unem-ployed"	"Not in labour force"	Not included in any category
A part-time waiter, aged 35	☒	☐	☐	☐
A business woman, aged 43, who works a sixty-hour week	☐	☐	☐	☐
A full-time student, aged 21	☐	☐	☐	☐
A man, aged 28, who recently sold his shop and is looking for work	☐	☐	☐	☐
A woman, aged 55, who has never worked or wanted to work outside the home	☐	☐	☐	☐
A grandmother, aged 80, who still works a few hours a day at the family's market stall	☐	☐	☐	☐

2

QUESTION 4.4

Suppose that information about the labour force was presented in a tree diagram like this every year.

Listed below are four features of the tree diagram. Show whether or not you would expect these features to change from year to year, by circling either "Change" or "No change". The first one has been done for you.

Features of Tree Diagram	Answer
The labels in each box (*e.g.* "In labour force")	Change / (No change)
The percentages (*e.g.* "64.2%")	Change / No change
The numbers (*e.g.* "2656.5")	Change / No change
The footnotes under the tree diagram	Change / No change

QUESTION 4.5

The information about the labour force structure is presented as a tree diagram, but it could have been presented in a number of other ways, such as a written description, a pie chart, a graph or a table.

The tree diagram was probably chosen because it is especially useful for showing

A. changes over time.

B. the size of the country's total population.

C. categories within each group.

D. the size of each group.

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READING UNIT 5: PLAN INTERNATIONAL

PLAN International Program Results Financial Year 1996

### Region of Eastern and Southern Africa   RESA

Growing up Healthy	EGYPT	ETHIOPIA	KENYA	MALAWI	SUDAN	TANZANIA	UGANDA	ZAMBIA	ZIMBABWE	TOTALS
Health posts built with 4 rooms or less	1	0	6	0	7	1	2	0	9	**26**
Health workers trained for 1 day	1 053	0	719	0	425	1 003	20	80	1085	**4 385**
Children given nutrition supplements > 1 week	10 195	0	2 240	2 400	0	0	0	0	251 402	**266 237**
Children given financial help with health/dental treatment	984	0	396	0	305	0	581	0	17	**2 283**

Learning										
Teachers trained for 1 week	0	0	367	0	970	115	565	0	303	**2 320**
School exercise books bought/donated	667	0	0	41 200	0	69 106	0	150	0	**111 123**
School textbooks bought/donated	0	0	45 650	9 600	1 182	8 769	7 285	150	58 387	**131 023**
Uniforms bought/made/donated	8 897	0	5 761	0	2 000	6 040	0	0	434	**23 132**
Children helped with school fees/a scholarship	12 321	0	1 598	0	154	0	0	0	2 014	**16 087**
School desks built/bought/donated	3 200	0	3 689	250	1 564	1 725	1 794	0	4 109	**16 331**
Permanent classrooms built	44	0	50	8	93	31	45	0	82	**353**
Classrooms repaired	0	0	34	0	0	14	0	0	33	**81**
Adults receiving training in literacy this financial year	1 160	0	3 000	568	3 617	0	0	0	350	**8 695**
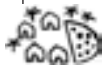
Habitat										
Latrines or toilets dug/built	50	0	2 403	0	57	162	23	96	4 311	**7 102**
Houses connected to a new sewage system	143	0	0	0	0	0	0	0	0	**143**
Wells dug/improved (or springs capped)	0	0	15	0	7	13	0	0	159	**194**
New positive boreholes drilled	0	0	8	93	14	0	27	0	220	**362**
Gravity feed drinking water systems built	0	0	28	0	1	0	0	0	0	**29**
Drinking water systems repaired/improved	0	0	392	0	2	0	0	0	31	**425**
Houses improved with PLAN project	265	0	520	0	0	0	1	0	2	**788**
New houses built for beneficiaries	225	0	596	0	0	2	6	0	313	**1 142**
Community halls built or improved	2	0	2	0	3	0	3	0	2	**12**
Community leaders trained for 1 day or more	2 214	95	3 522	232	200	3 575	814	20	2 693	**13 365**
Kilometres of roadway improved	1.2	0	26	0	0	0	0	0	53.4	**80.6**
Bridges built	0	0	4	2	11	0	0	0	1	**18**
Families benefited directly from erosion control	0	0	1 092	0	1 500	0	0	0	18 405	**20 997**
Houses newly served by electrification project	448	0	2	0	0	0	0	0	44	**494**

Source: Adapted from PLAN International Program Output Chart financial year 1996, appendix to Quarterly Report to the International Board first quarter 1997

2

The table on the previous page is part of a report published by PLAN International, an international aid organisation. It gives some information about PLAN's work in one of its regions of operation (Eastern and Southern Africa). Refer to the table to answer the questions below.

QUESTION 5.1

What does the table indicate about the level of PLAN International's activity in Ethiopia in 1996, compared with other countries in the region?

A. The level of activity was comparatively high in Ethiopia.

B. The level of activity was comparatively low in Ethiopia.

C. It was about the same as in other countries in the region.

D. It was comparatively high in the Habitat category, and low in the other categories.

QUESTION 5.2

In 1996 Ethiopia was one of the poorest countries in the world.

Taking this fact and the information in the table into account, what do you think might explain the level of PLAN International's activities in Ethiopia compared with its activities in other countries?

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READING UNIT 6 : POLICE

A murder has been committed but the suspect denies everything. He claims not to know the victim. He says he never knew him, never went near him, never touched him… The police and the judge are convinced that he is not telling the truth. But how to prove it?

Scientific Police Weapons

2

At the crime scene, investigators have gathered every possible shred of evidence imaginable: fibres from fabrics, hairs, finger marks, cigarette ends…The few hairs found on the victim's jacket are red. And they look strangely like the suspect's. If it could be proved that these hairs are indeed his, this would be evidence that he had in fact met the victim.

Every individual is unique

Specialists set to work. They examine some cells at the root of these hairs and some of the suspect's blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings of pearls.

Imagine that these pearls come in four different colours and that thousands of coloured pearls (which make up a gene) are strung in a very specific order. In each individual this order is exactly the same in all the cells in the body: those of the hair roots as well as those of the big toe, those of the liver and those of the stomach or blood. But the order of the pearls varies from one person to another. Given the number of pearls strung in this way, there is very little chance of two people having the same DNA, with the exception of identical twins. Unique to each individual, DNA is thus a sort of genetic identity card.

Geneticists are therefore able to compare the suspect's genetic

identity card (determined from his blood) with that of the person with the red hair. If the genetic card is the same, they will know that the suspect did in fact go near the victim he said he'd never met.

Just one piece of evidence

More and more often in cases of sexual assault, murder, theft or other crimes, the police are having genetic analyses done. Why? To try to find evidence of contact between two people, two objects or a person and an object. Proving such contact is often very useful to the investigation. But it does not necessarily provide proof of a crime. It is just one piece of evidence amongst many others.

Anne Versailles
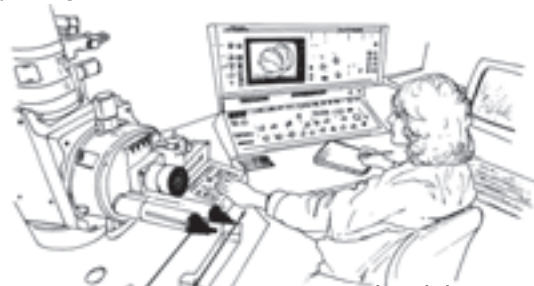
Microscope in a police laboratory

We are made up of billions of cells

Every living thing is made up of lots of cells. A cell is very small indeed. It can also be said to be microscopic because it can only be seen using a microscope which magnifies it many times. Each cell has an outer membrane and a nucleus in which the DNA is found.

Genetic what?

DNA is made up of a number of genes, each consisting of thousands of "pearls". Together these genes form the genetic identity card of a person.

How is the genetic identity card revealed?

The geneticist takes the few cells from the base of the hairs found on the victim, or from the saliva left on a cigarette end. He puts them into a product which destroys everything around the DNA of the cells. He then does the same thing with some cells from the suspect's blood. The DNA is then specially prepared for analysis. After this, it is placed in a special gel and an electric current is passed through the gel. After a few hours, this produces stripes similar to a bar code (like the ones on things we buy) which are visible under a special lamp. The bar code of the suspect's DNA is then compared with that of the hairs found on the victim.

Source: Le Ligueur, 27th May 1998.

Refer to the magazine article on the opposite page to answer the questions below.

QUESTION 6.1

To explain the structure of DNA, the author talks about a pearl necklace. How do these pearl necklaces vary from one individual to another?

A. They vary in length.

B. The order of the pearls is different.

C. The number of necklaces is different.

D. The colour of the pearls is different.

QUESTION 6.2

What is the purpose of the box headed "How is the genetic identity card revealed"?

To explain

A. what DNA is.

B. what a bar code is.

C. how cells are analysed to find the pattern of DNA.

D. how it can be proved that a crime has been committed.

QUESTION 6.3

What is the author's main aim?

A. To warn.

B. To amuse.

C. To inform.

D. To convince.

QUESTION 6.4

The end of the introduction (the first shaded section) says: "But how to prove it?"

According to the passage, investigators try to find an answer to this question by

A. interrogating witnesses.

B. carrying out genetic analyses.

C. interrogating the suspect thoroughly.

D. going over all the results of the investigation again.

2

READING UNIT 7 : RUNNERS

2

Feel good in your runners

For 14 years the Sports Medicine Centre of Lyon (France) has been studying the injuries of young sports players and sports professionals. The study has established that the best course is prevention … and good shoes.

Knocks, falls, wear and tear...

Eighteen per cent of sports players aged 8 to 12 already have heel injuries. The cartilage of a footballer's ankle does not respond well to shocks, and 25% of professionals have discovered for themselves that it is an especially weak point. The cartilage of the delicate knee joint can also be irreparably damaged and if care is not taken right from childhood (10–12 years of age), this can cause premature osteoarthritis. The hip does not escape damage either and, particularly when tired, players run the risk of fractures as a result of falls or collisions.

According to the study, football-ers who have been playing for more than ten years have bony outgrowths either on the tibia or on the heel. This is what is known as "footballer's foot", a deformity caused by shoes with soles and ankle parts that are too flexible.

Protect, support, stabilise, absorb

If a shoe is too rigid, it restricts movement. If it is too flexible, it increases the risk of injuries and sprains. A good sports shoe should meet four criteria:

Firstly, it must **provide exterior protection**: resisting knocks from the ball or another player, coping with unevenness in the ground, and keeping the foot warm and dry even when it is freezing cold and raining.

It must **support the foot**, and in particular the ankle joint, to avoid sprains, swelling and other problems, which may even affect the knee.

It must also provide players with good **stability** so that they do not slip on a wet ground or skid on a surface that is too dry.

Finally, it must **absorb shocks**, especially those suffered by volleyball and basketball players who are constantly jumping.

Dry feet

To avoid minor but painful conditions such as blisters or even splits or athlete's foot (fungal infections), the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in. The ideal material for this is leather, which can be water-proofed to prevent the shoe from getting soaked the first time it rains.

Source: Revue ID (16) 1-15 June 1997.

Use the article on the previous page to answer the questions below.

QUESTION 7.1

What does the author intend to show in this text?

A. That the quality of many sports shoes has greatly improved.

B. That it is best not to play football if you are under 12 years of age.

C. That young people are suffering more and more injuries due to their poor physical condition.

D. That it is very important for young sports players to wear good sports shoes.

QUESTION 7.2

According to the article, why should sports shoes not be too rigid?

....

QUESTION 7.3

One part of the article says, "A good sports shoe should meet four criteria."

What are these criteria?

....

....

....

....

QUESTION 7.4

Look at this sentence from near the end of the article. It is presented here in two parts:

"To avoid minor but painful conditions such as blisters or even splits or athlete's foot (fungal infections),…"	(first part)
"…the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in."	(second part)

What is the relationship between the first and second parts of the sentence?

The second part

A. contradicts the first part.

B. repeats the first part.

C. illustrates the problem described in the first part.

D. gives the solution to the problem described in the first part.

2

31

READING UNIT 8 : GIFT

2

THE GIFT

How many days, she wondered, had she sat like this, watching the cold brown water inch up the dissolving bluff. She could just faintly remember the beginning of the rain, driving in across the swamp from the south and beating against the shell of her house. Then the river itself started rising, slowly at first until at last it paused to turn back. From
5   hour to hour it slithered up creeks and ditches and poured over low places. In the night, while she slept, it claimed the road and surrounded her so that she sat alone, her boat gone, the house like a piece of drift lodged on its bluff. Now even against the tarred planks of the supports the waters touched. And still they rose.

As far as she could see, to the treetops where the opposite banks had been, the swamp
10   was an empty sea, awash with sheets of rain, the river lost somewhere in its vastness. Her house with its boat bottom had been built to ride just such a flood, if one ever came, but now it was old. Maybe the boards underneath were partly rotted away. Maybe the cable mooring the house to the great live oak would snap loose and let her go turning downstream, the way her boat had gone.

15   No one could come now. She could cry out but it would be no use, no one would hear. Down the length and breadth of the swamp others were fighting to save what little they could, maybe even their lives. She had seen a whole house go floating by, so quiet she was reminded of sitting at a funeral. She thought when she saw it she knew whose house it was. It had been bad seeing it drift by, but the owners must
20   have escaped to higher ground. Later, with the rain and darkness pressing in, she had heard a panther scream upriver.

Now the house seemed to shudder around her like something alive. She reached out to catch a lamp as it tilted off the table by her bed and put it between her feet to hold it steady. Then creaking and groaning with effort the house struggled up from the
25   clay, floated free, bobbing like a cork and swung out slowly with the pull of the river. She gripped the edge of the bed. Swaying from side to side, the house moved to the length of its mooring. There was a jolt and a complaining of old timbers and then a pause. Slowly the current released it and let it swing back, rasping across its resting place. She caught her breath and sat for a long time feeling the slow pendulous
30   sweeps. The dark sifted down through the incessant rain, and, head on arm, she slept holding on to the bed.

Sometime in the night the cry awoke her, a sound so anguished she was on her feet before she was awake. In the dark she stumbled against the bed. It came from out there, from the river. She could hear something moving, something large that made
35   a dredging, sweeping sound. It could be another house. Then it hit, not head on but glancing and sliding down the length of her house. It was a tree. She listened as the branches and leaves cleared themselves and went on downstream, leaving only the rain and the lappings of the flood, sounds so constant now that they seemed a part

of the silence. Huddled on the bed, she was almost asleep again when another cry
40 sounded, this time so close it could have been in the room. Staring into the dark,
she eased back on the bed until her hand caught the cold shape of the rifle. Then
crouched on the pillow, she cradled the gun across her knees. "Who's there?" she
called.

The answer was a repeated cry, but less shrill, tired sounding, then the empty silence
45 closing in. She drew back against the bed. Whatever was there she could hear it
moving about on the porch. Planks creaked and she could distinguish the sounds of
objects being knocked over. There was a scratching on the wall as if it would tear its
way in. She knew now what it was, a big cat, deposited by the uprooted tree that had
passed her. It had come with the flood, a gift.

50 Unconsciously she pressed her hand against her face and along her tightened throat.
The rifle rocked across her knees. She had never seen a panther in her life. She had
heard about them from others and heard their cries, like suffering, in the distance.
The cat was scratching on the wall again, rattling the window by the door. As long as
she guarded the window and kept the cat hemmed in by the wall and water, caged,
55 she would be all right. Outside, the animal paused to rake his claws across the rusted
outer screen. Now and then, it whined and growled.

When the light filtered down through the rain at last, coming like another kind of
dark, she was still sitting on the bed, stiff and cold. Her arms, used to rowing on the
river, ached from the stillness of holding the rifle. She had hardly allowed herself to
60 move for fear any sound might give strength to the cat. Rigid, she swayed with the
movement of the house. The rain still fell as if it would never stop. Through the grey
light, finally, she could see the rain-pitted flood and far away the cloudy shape of
drowned treetops. The cat was not moving now. Maybe he had gone away. Laying the
gun aside she slipped off the bed and moved without a sound to the window. It was
65 still there, crouched at the edge of the porch, staring up at the live oak, the mooring
of her house, as if gauging its chances of leaping to an overhanging branch. It did
not seem so frightening now that she could see it, its coarse fur napped into twigs,
its sides pinched and ribs showing. It would be easy to shoot it where it sat, its long
tail whipping back and forth. She was moving back to get the gun when it turned
70 around. With no warning, no crouch or tensing of muscles, it sprang at the window,
shattering a pane of glass. She fell back, stifling a scream, and taking up the rifle, she
fired through the window. She could not see the panther now, but she had missed. It
began to pace again. She could glimpse its head and the arch of its back as it passed
the window.

75 Shivering, she pulled back on the bed and lay down. The lulling constant sound of the
river and the rain, the penetrating chill, drained away her purpose. She watched the
window and kept the gun ready. After waiting a long while she moved again to look.
The panther had fallen asleep, its head on its paws, like a housecat. For the first time
since the rains began she wanted to cry, for herself, for all the people, for everything

2

80 in the flood. Sliding down on the bed, she pulled the quilt around her shoulders. She
should have got out when she could, while the roads were still open or before her
boat was washed away. As she rocked back and forth with the sway of the house a
deep ache in her stomach reminded her she hadn't eaten. She couldn't remember for
how long. Like the cat, she was starving. Easing into the kitchen, she made a fire with
85 the few remaining sticks of wood. If the flood lasted she would have to burn the chair,
maybe even the table itself. Taking down the remains of a smoked ham from the
ceiling, she cut thick slices of the brownish red meat and placed them in a skillet. The
smell of the frying meat made her dizzy. There were stale biscuits from the last time
she had cooked and she could make some coffee. There was plenty of water.

90 While she was cooking her food, she almost forgot about the cat until it whined. It
was hungry too. "Let me eat," she called to it, "and then I'll see to *you*." And she
laughed under her breath. As she hung the rest of the ham back on its nail the cat
growled a deep throaty rumble that made her hand shake.

95 After she had eaten, she went to the bed again and took up the rifle. The house had
risen so high now it no longer scraped across the bluff when it swung back from the
river. The food had warmed her. She could get rid of the cat while light still hung in
the rain. She crept slowly to the window. It was still there, mewling, beginning to
move about the porch. She stared at it a long time, unafraid. Then without thinking
100 what she was doing, she laid the gun aside and started around the edge of the bed
to the kitchen. Behind her the cat was moving, fretting. She took down what was
left of the ham and making her way back across the swaying floor to the window
she shoved it through the broken pane. On the other side there was a hungry snarl
and something like a shock passed from the animal to her. Stunned by what she had
105 done, she drew back to the bed. She could hear the sounds of the panther tearing at
the meat. The house rocked around her.

The next time she awoke she knew at once that everything had changed. The rain had
stopped. She felt for the movement of the house but it no longer swayed on the flood.
Drawing her door open, she saw through the torn screen a different world. The house
110 was resting on the bluff where it always had. A few feet down, the river still raced on
in a torrent, but it no longer covered the few feet between the house and the live oak.
And the cat was gone. Leading from the porch to the live oak and doubtless on into
the swamp were tracks, indistinct and already disappearing into the soft mud. And
there on the porch, gnawed to whiteness, was what was left of the ham.

Source: Dollarhide, Louis, "The Gift", in *Mississippi Writers: Reflections of Childhood and Youth*, Volume 1, edited by Dorothy Abbott, University Press of Mississippi, 1985.

Use the story "The Gift" on the previous three pages to answer the questions which follow. (Note that line numbers are given in the margin of the story to help you find parts which are referred to in the questions.)

QUESTION 8.1

What is the woman's situation at the beginning of the story?

A. She is too weak to leave the house after days without food.

B. She is defending herself against a wild animal.

C. Her house has been surrounded by flood waters.

D. A flooded river has swept her house away.

QUESTION 8.2

When the woman says, "and then I'll see to *you*" (line 92) she means that she is

A. sure that the cat won't hurt her.

B. trying to frighten the cat.

C. intending to shoot the cat.

D. planning to feed the cat.

QUESTION 8.3

Do you think that the last sentence of "The Gift" is an appropriate ending?

Explain your answer, demonstrating your understanding of how the last sentence relates to the story's meaning.

....

....

QUESTION 8.4

"Then creaking and groaning with effort the house struggled up …" (line 24)

What happened to the house in this part of the story?

A. It fell apart.

B. It began to float.

C. It crashed into the oak tree.

D. It sank to the bottom of the river.

QUESTION 8.5

Here are some of the early references to the panther in the story.

> "the cry awoke her, a sound so anguished…" (line 32)

> "The answer was a repeated cry, but less shrill, tired sounding…" (line 44)

> "She had…heard their cries, like suffering, in the distance." (lines 51–52)

Considering what happens in the rest of the story, why do you think the writer chooses to introduce the panther with these descriptions?

....

....

35

QUESTION 8.6

What does the story suggest was the woman's reason for feeding the panther?

....

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QUESTION 8.7

Here is part of a conversation between two people who read "The Gift":

> I think the woman in the story is heartless and cruel.

> How can you say that? I think she's a very compassionate person.
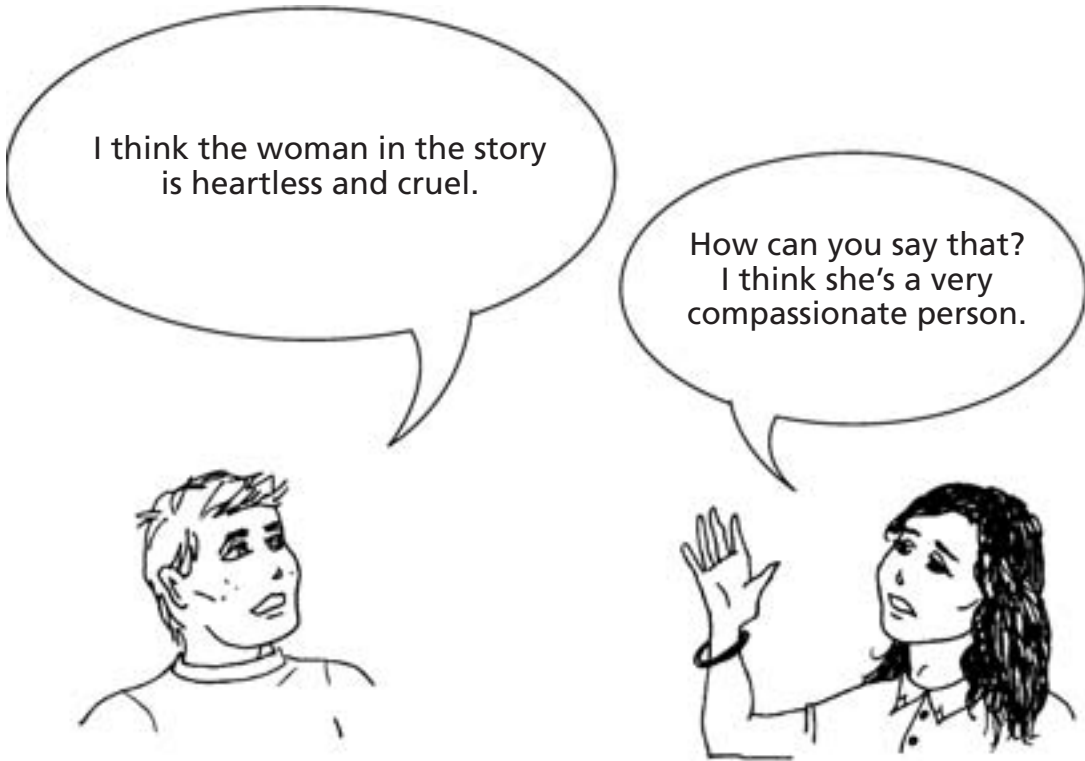
Give evidence from the story to show how each of these speakers could justify their point of view.

Speaker 1 ....

....

Speaker 2 ....

....

READING UNIT 9: AMANDA AND THE DUCHESS

Text 1

AMANDA AND THE DUCHESS

Summary: Since Léocadia's death, the Prince, who was in love with her, has been inconsolable. At a shop called *Réséda Soeurs,* the Duchess, who is the Prince's aunt, has met a young shop assistant, Amanda, who looks amazingly like Léocadia. The Duchess wants Amanda to help her set the Prince free from the memories which haunt him.

A crossroads in the castle grounds, a circular bench around a small obelisk…evening is falling…

AMANDA

I still don't understand. What can I do for him, ma'am? I can't believe you could possibly have thought…And why me? I'm not particularly pretty. And even if someone were very pretty—who could suddenly come between him and his memories like that?

THE DUCHESS

No-one but you.

AMANDA, *sincerely surprised*

Me?

THE DUCHESS

The world is so foolish, my child. It sees only parades, gestures, badges of office…that must be why you have never been told. But my heart hasn't deceived me—I almost cried out at Réséda Soeurs the first time I saw you. To someone who knew more of her than just her public image, you are the living likeness of Léocadia.

A silence. The evening birds have now taken over from the afternoon birds. The grounds are filled with shadows and twittering.

AMANDA, *very gently*

I really don't think I can, ma'am. I have nothing, I am nothing, and those lovers…that was **my** fancy, don't you see?

She has got up. As if about to leave, she has picked up her small suitcase.

THE DUCHESS, *gently also, and very wearily*

Of course, my dear. I apologise.

She in turn gets up, with difficulty, like an old woman. A bicycle bell is heard in the evening air; she gives a start.

Listen…it's him! Just show yourself to him, leaning against this little obelisk where he first met her. Let him see you, even if it's just this once, let him call out, take a sudden interest in this likeness, in this stratagem which I shall confess to him tomorrow and for which he will hate me—in anything but this dead girl who'll take him away from me one of these days, I'm sure…(*She has taken her by the arm.*) You will do that, won't you? I beg you most humbly, young lady. (*She looks at her, beseechingly, and quickly adds:*) And then, that way, you'll see him too. And…I can feel that I'm blushing again from saying this to you—life is just too mad! That's the third time I've blushed in sixty years, and the second time in ten minutes—you'll see him; and if he could ever (why not him, since he's handsome and charming and he wouldn't be the first?) if he could ever have the good fortune, for himself and for me, to take your fancy for one moment…*The bell again in the shadows, but very close now.*

AMANDA, *in a whisper*

What should I say to him?

THE DUCHESS, *gripping her arm*

Simply say: "Excuse me, Sir, can you tell me the way to the sea?"

She has hurried into the deeper shadows of the trees. Just in time. There is a pale blur. It is the Prince on his bicycle. He passes very close to the pale blur of Amanda by the obelisk. She murmurs.

AMANDA

Excuse me, Sir…

He stops, dismounts from the bicycle, takes off his hat and looks at her.

THE PRINCE

Yes?

AMANDA

Can you tell me the way to the sea?

37

2

THE PRINCE
Take the second turning on your left.

He bows, sadly and courteously, gets back on the bicycle and rides away. The bell is heard again in the distance. The Duchess comes out of the shadows, very much an old woman.

AMANDA, *gently, after a while*
He didn't recognise me…

THE DUCHESS
It was dark…And then, who knows what face he gives her now, in his dreams? (*She asks timidly:*)

The last train has gone, young lady. In any case, wouldn't you like to stay at the castle tonight?

AMANDA, *in a strange voice*
Yes, ma'am.

It is completely dark. The two of them can no longer be seen in the shadows, and only the wind can be heard in the huge trees of the grounds.

THE CURTAIN FALLS

Source: Jean Anouilh, *Léocadia* (end of Scene II). Published by La Table Ronde, 1984.

Text 2

Definitions of some theatrical occupations

Actor: plays a character on stage.

Director: controls and oversees all aspects of a play. He not only positions the actors, arranges their entrances and exits and directs their acting, but also suggests how the script is to be interpreted.

Wardrobe staff: produce the costumes from a model.

Set designer: designs models of the sets and costumes. These models are then transformed into their full size in the workshop.

Props manager: in charge of finding the required props. The word "props" is used to mean everything that can be moved: armchairs, letters, lamps, bunches of flowers, etc. The sets and costumes are not props.

Sound technician: in charge of all sound effects required for the production. He is at the controls during the show.

Lighting assistant or lighting technician: in charge of lighting. He is also at the controls during the show. Lighting is so sophisticated that a well-equipped theatre can employ up to ten lighting technicians.

On the previous two pages there are two texts. Text 1 is an extract from the play Léocadia by Jean Anouilh and Text 2 gives definitions of theatrical occupations. Refer to the texts to answer the questions which follow.

QUESTION 9.1

What is this extract from the play about? The Duchess thinks of a trick

A. to get the Prince to come and see her more often.

B. to get the Prince to make up his mind finally to get married.

C. to get Amanda to make the Prince forget his grief.

D. to get Amanda to come and live at the castle with her.

QUESTION 9.2

A. In the script of the play, in addition to the words to be spoken by the actors, there are directions for the actors and theatre technicians to follow.

B. How can these directions be recognised in the script?

....

QUESTION 9.3

The table below lists theatre technicians involved in staging this extract from *Léocadia*. Complete the table by indicating one stage direction from Text 1 which would require the involvement of each technician.

The first one has been done for you.

Theatre technicians	Stage direction
Set designer	A circular bench around a small obelisk
Props manager	
Sound technician	
Lighting technician	

2

QUESTION 9.4

The director positions the actors on the stage. On a diagram, the director represents Amanda with the letter A and the Duchess with the letter D.

Put an A and a D on the following diagram of the set to show approximately where Amanda and the Duchess are when the Prince arrives.
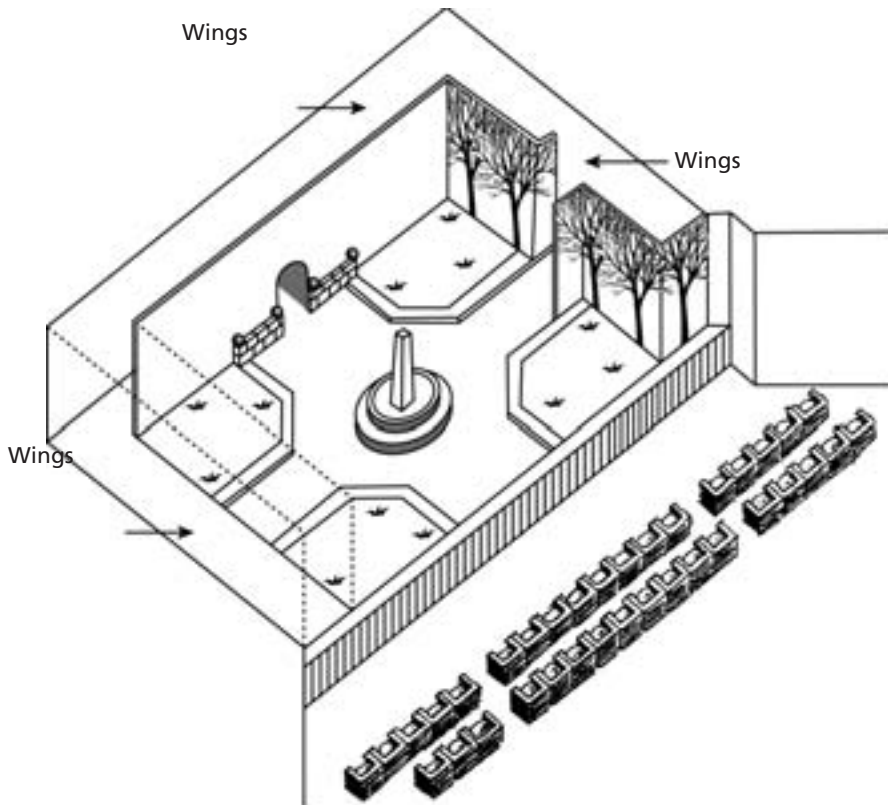
QUESTION 9.5

Towards the end of the extract from the play, Amanda says, "He didn't recognise me…".

What does she mean by that?

A. That the Prince didn't look at Amanda.

B. That the Prince didn't realise that Amanda was a shop assistant.

C. That the Prince didn't realise that he'd already met Amanda.

D. That the Prince didn't notice that Amanda looked like Léocadia.

READING UNIT 10 : PERSONNEL

CANCO

CANCO Manufacturing Company

Personnel Department

Centre on Internal and External Mobility

What is CIEM?

CIEM stands for Centre on Internal and External Mobility, an initiative of the personnel department. A number of workers of this department work in CIEM, together with members from other departments and outside career consultants.

CIEM is available to help employees in their search for another job inside or outside the Canco Manufacturing Company.

What does CIEM do?

CIEM supports employees who are seriously considering other work through the following activities:

• Job Data Bank

After an interview with the employee, information is entered into a data bank that tracks job seekers and job openings at Canco and at other manufacturing companies.

• Guidance

The employee's potential is explored through career counselling discussions.

• Courses

Courses are being organized (in collaboration with the department for information and training) that will deal with job search and career planning.

• Career Change Projects

CIEM supports and coordinates projects to help employees prepare for new careers and new perspectives.

• Mediation

CIEM acts as a mediator for employees who are threatened with dismissal resulting from reorganisation, and assists with finding new positions when necessary.

How much does CIEM cost?

Payment is determined in consultation with the department where you work. A number of services of CIEM are free. You may also be asked to pay, either in money or in time.

How does CIEM work?

CIEM assists employees who are seriously considering another job within or outside the company.

That process begins by submitting an application. A discussion with a personnel counsellor can also be useful. It is obvious that you should talk with the counsellor first about your wishes and the internal possibilities regarding your career. The counsellor is familiar with your abilities and with developments within your unit.

Contact with CIEM in any case is made via the personnel counsellor. He or she handles the application for you, after which you are invited to a discussion with a CIEM representative.

For more information

The personnel department can give you more information.

Use the announcement from a personnel department on the previous page to answer the questions below.

QUESTION 10.1

According to the announcement, where could you get more information about CIEM?

....

QUESTION 10.2

List two ways in which CIEM helps people who will lose their jobs because of a departmental reorganisation.

....

....

2

READING UNIT 11 : NEW RULES

EDITORIAL

Technology creates the need for new rules

SCIENCE has a way of getting ahead of law and ethics. That happened dramatically in 1945 on the destructive side of life with the atomic bomb, and is now happening on life's creative side with techniques to overcome human infertility.

Most of us rejoiced with the Brown family in England when Louise, the first test-tube baby, was born. And we have marveled at other firsts — most recently the births of healthy babies that had once been embryos frozen to await the proper moment of implantation in the mother-to-be.

It is about two such frozen embryos in Australia that a storm of legal and ethical questions has arisen. The embryos were destined to be implanted in Elsa Rios, wife of Mario Rios. A previous embryo implant had been unsuccessful, and the Rioses wanted to have another chance at becoming parents. But before they had a second chance to try, the Rioses perished in an airplane crash.

What was the Australian hospital to do with the frozen embryos? Could they be implanted in someone else? There were numerous volunteers. Were the embryos somehow entitled to the Rioses' substantial estate? Or should the embryos be destroyed? The Rioses, understandably, had made no provision for the embryos' future.

The Australians set up a commission to study the matter. Last week, the commission made its report. The embryos should be thawed, the panel said, because donation of embryos to someone else would require the consent of the "producers," and no such consent had been given. The panel also held that the embryos in their present state had no life or rights and thus could be destroyed.

The commission members were conscious of treading on slippery legal and ethical grounds. Therefore, they urged that three months be allowed for public opinion to respond to the commission recommendation. Should there be an overwhelming outcry against destroying the embryos, the commission would reconsider.

Couples now enrolling in Sydney's Queen Victoria hospital for in vitro fertilization programs must specify what should be done with the embryos if something happens to them.

This assures that a situation similar to the Rioses won't recur. But what of other complex questions? In France, a woman recently had to go to court to be allowed to bear a child from her deceased husband's frozen sperm. How should such a request be handled? What should be done if a surrogate mother breaks her child-bearing contract and refuses to give up the infant she had promised to bear for someone else?

Our society has failed so far to come up with enforceable rules for curbing the destructive potential of atomic power. We are reaping the nightmarish harvest for that failure. The possibilities of misuse of scientists' ability to advance or retard procreation are manifold. Ethical and legal boundaries need to be set before we stray too far.

Use the newspaper editorial "Technology creates the need for new rules" on the previous page to answer the questions below.

QUESTION 11.1

Underline the sentence that explains what the Australians did to help decide how to deal with the frozen embryos belonging to a couple killed in the plane crash.

2

QUESTION 11.2

List two examples from the editorial that illustrate how modern technology, such as that used for implanting frozen embryos, creates the need for new rules.

....

....

READING UNIT 12 : MORELAND

The Moreland Library System gives new library members a bookmark showing its Hours of Opening. Refer to the bookmark to answer the questions which follow.

2

Moreland Library System

HOURS OF OPENING				*Effective from February 1 1998*	
	Brunswick Library	Campbell Turnbull Library	Coburg Library	Fawkner Library	Glenroy Library
Sunday	1pm-5pm	Closed	2pm-5pm	Closed	2pm-5pm
Monday	11am-8pm	11am-5.30pm	1pm-8pm	11am-5.30pm	10am-5.30pm
Tuesday	11am-8pm	11am-8pm	11am-8pm	11am-8pm	10am-8pm
Wednesday	11am-8pm	11am-5pm	10am-8pm	11am-5pm	10am-8pm
Thursday	11am-8pm	11am-5.30pm	10am-8pm	11am-5.30pm	10am-8pm
Friday	11am-5pm	11am-5pm	10am-8pm	11am-5pm	10am-5.30pm
Saturday	10am-1pm	10am-1pm	9am-1pm	10am-1pm	9am-1pm

QUESTION 12.1

What time does the Fawkner Library close on Wednesday?

....

QUESTION 12.2

Which library is still open at 6 p.m. on Friday evening?

A. Brunswick Library

B. Campbell Turnbull Library

C. Coburg Library

D. Fawkner Library

E. Glenroy Library

READING UNIT 13 : WARRANTY

Warranty Text 1

2

Camera Shots **Video House**	CAMERA SHOTS VIDEO HOUSE
89 ELIZABETH STREET, MELBOURNE 3000 PHONE: 9670 9601 FAX: 9602 5527 http://www.camerashots.com.au CUSTOMER SARAH BROWN 151 GLENLYON STREET BRUNSWICK VIC 3057	89 ELIZABETH STREET MELBOURNE VIC 3000 9670 9601

INVOICE 26802	**DATE** 18/10/99	**TIME** 12:10
ACCOUNT 195927	**SALES** 24 RAY	**REG.** 16

PRODUCT	DESCRIPTION	SERIAL No	LIST	QTY.	NET	TOTAL	EX.
150214	ROLLY FOTONEX 250 ZOOM	30910963		1	249.08	249.08	X
33844	TRIPOD			1	5.66	5.66	X

Transaction . . . . . Amount	Change			Sub-Total	254.74	
Visa/Bank Card $254.74				Total	254.74	

Thank you for your business

On the opposite page is the receipt that Sarah received when she bought her new camera. Below is the warranty card for the camera. Use these documents to answer the questions which follow.

Warranty Text 2

2

ONE YEAR WARRANTY:(Private Users)
VALID ONLY IN AUSTRALIA

VIDEO HOUSE & COMPANY PTY LTD – ACN 008 458 884 ('VIDEO HOUSE') warrants to the initial owner that the camera is free of any defects in material or workmanship. This warranty is not transferable.

Video House will service, repair or replace at its election, and free of charge, any part which is found upon inspection by Video House to be defective in material or workmanship during the warranty period(s).

PLEASE PRINT CLEARLY

NO. M 409668

Camera – Model

....

Serial No:
Name of Owner: *SARAH BROWN*
Address: *151 GLENLYON STREET*
BRUNSWICK VIC 3057
Date Purchased:
Purchase Price:

Rubber Stamp of Dealer

PLEASE NOTE:

Post Immediately – Postage Stamp Necessary

This warranty card should be completed and returned to Video House within 10 days of purchase.

International Warranty Card issued on request.

47

2

QUESTION 13.1

Use the details on the receipt to complete the warranty card.

The name and address of the owner have already been filled in.

QUESTION 13.2

How long does Sarah have, to return the warranty card?

....

QUESTION 13.3

What else did Sarah buy while she was in the store?

....

QUESTION 13.4

The words "Thank you for your business" are printed on the bottom of the receipt. One possible reason for this is simply to be polite. What is another possible reason?

....

READING UNIT 14: A JUST JUDGE

Just Judge Text

Refer to the story A Just Judge to answer the questions which follow it.

A Just judge

An Algerian king named Bauakas wanted to find out whether or not it was true, as he had been told, that in one of his cities lived a just judge who could instantly discern the truth, and from whom no rogue was ever able to conceal himself. Bauakas exchanged clothes with a merchant and went on horseback to the city where the judge lived.

At the entrance to the city a cripple approached the king and begged alms of him. Bauakas gave him money and was about to continue on his way, but the cripple clung to his clothing.

"What do you wish?" asked the king. "Haven't I given you money?"

"You gave me alms," said the cripple, "now grant me one favour. Let me ride with you as far as the city square, otherwise the horses and camels may trample me."

Bauakas sat the cripple behind him on the horse and took him as far as the city square. There he halted his horse, but the cripple refused to dismount.

"We have arrived at the square, why don't you get off?" asked Bauakas.

"Why should I?" the beggar replied. "This horse belongs to me. If you are unwilling to return it, we shall have to go to court."

Hearing their quarrel, people gathered around them shouting:

"Go to the judge! He will decide between you!"

Bauakas and the cripple went to the judge. There were others in court, and the judge called upon each one in turn. Before he came to Bauakas and the cripple he heard a scholar and a peasant. They had come to court over a woman: the peasant said she was his wife, and the scholar said she was his. The judge heard them both, remained silent for a moment, and then said:

"Leave the woman here with me, and come back tomorrow."

When they had gone, a butcher and an oil merchant came before the judge. The butcher was covered with blood, and the oil merchant with oil. In his hand the butcher held some money, and the oil merchant held onto the butcher's hand.

"I was buying oil from this man," the butcher said, "and when I took out my purse to pay him, he seized me by the hand and tried to take all my money away from me. That is why we have come to you—I holding onto my purse, and he holding onto my hand. But the money is mine, and he is a thief."

Then the oil merchant spoke. "That is not true," he said. "The butcher came to me to buy oil, and after I had poured him a full jug, he asked me to change a gold piece for him. When I took out my money and placed it on a bench, he seized it and tried to run off. I caught him by the hand, as you see, and brought him here to you."

The judge remained silent for a moment, then said: "Leave the money here with me, and come back tomorrow."

When his turn came, Bauakas told what had happened. The judge listened to him, and then asked the beggar to speak.

"All that he said is untrue," said the beggar. "He was sitting on the ground, and as I rode through the city he asked me to let him ride with me. I sat him on my horse and took him where he wanted to go. But when we got there he refused to get off and said that the horse was his, which is not true."

2

49

2

The judge thought for a moment, then said, "Leave the horse here with me, and come back tomorrow."

The following day many people gathered in court to hear the judge's decisions.

First came the scholar and the peasant.

"Take your wife," the judge said to the scholar, "and the peasant shall be given fifty strokes of the lash."

The scholar took his wife, and the peasant was given his punishment.

Then the judge called the butcher.

"The money is yours," he said to him. And pointing to the oil merchant he said: "Give him fifty strokes of the lash."

He next called Bauakas and the cripple.

"Would you be able to recognise your horse among twenty others?" he asked Bauakas.

"I would," he replied.

"And you?" he asked the cripple.

"I would," said the cripple.

"Come with me," the judge said to Bauakas.

They went to the stable. Bauakas instantly pointed out his horse among the twenty others. Then the judge called the cripple to the stable and told him to point out the horse. The cripple recognised the horse and pointed to it. The judge then returned to his seat.

"Take the horse, it is yours," he said to Bauakas. "Give the beggar fifty strokes of the lash."

When the judge left the court and went home, Bauakas followed him.

"What do you want?" asked the judge. "Are you not satisfied with my decision?"

"I am satisfied," said Bauakas. "But I should like to learn how you knew that the woman was the wife of the scholar, that the money belonged to the butcher, and that the horse was mine and not the beggar's."

"This is how I knew about the woman: in the morning I sent for her and said: 'Please fill my inkwell.' She took the inkwell, washed it quickly and deftly, and filled it with ink; therefore it was work she was accustomed to. If she had been the wife of the peasant she would not have known how to do it. This showed me that the scholar was telling the truth.

"And this is how I knew about the money: I put it into a cup full of water, and in the morning I looked to see if any oil had risen to the surface. If the money had belonged to the oil merchant it would have been soiled by his oily hands. There was no oil on the water; therefore, the butcher was telling the truth.

"It was more difficult to find out about the horse. The cripple recognised it among twenty others, even as you did. However, I did not take you both to the stable to see which of you knew the horse, but to see which of you the horse knew. When you approached it, it turned its head and stretched its neck toward you; but when the cripple touched it, it laid back its ears and lifted one hoof. Therefore I knew that you were the horse's real master."

Then Bauakas said to the judge: "I am not a merchant, but King Bauakas, I came here in order to see if what is said of you is true. I see now that you are a wise judge. Ask whatever you wish of me, and you shall have it as reward."

"I need no reward," replied the judge. "I am content that my king has praised me."

Source: Leo Tolstoy, "A Just Judge" in *Fable and Fairytales,* translated by Ann Dunningham.

QUESTION 14.1

Near the beginning of the story we are told that Bauakas exchanged clothes with a merchant.

Why didn't Bauakas want to be recognised?

A. He wanted to see if he would still be obeyed when he was an "ordinary" person.

B. He planned to appear in a case before the judge, disguised as a merchant.

C. He enjoyed disguising himself so he could move about freely and play tricks on his subjects.

D. He wanted to see the judge at work in his usual way, uninfluenced by the presence of the king.

QUESTION 14.2

How did the judge know that the woman was the wife of the scholar?

A. By observing her appearance and seeing that she did not look like a peasant's wife.

B. By the way the scholar and the peasant told their stories in court.

C. By the way she reacted to the peasant and the scholar in court.

D. By testing her skill in work that she needed to perform for her husband.

QUESTION 14.3

Do you think it was fair of the judge to give the SAME punishment for all the crimes?

Explain your answer, referring to similarities or differences between the three cases in the story.

....

....

....

....

QUESTION 14.4

What is this story mainly about?

A. Major crimes.

B. Wise justice.

C. A good ruler.

D. A clever trick.

2

51

QUESTION 14.5

For this question you need to compare law and justice in your country with the law and justice shown in the story.

In the story crimes are punished under the law. What is another way in which law and justice in your country are *SIMILAR* to the kind of law and justice shown in this story?

....

....

2

In the story the judge gives fifty strokes of the lash for all the crimes. Apart from the kind of punishment, what is one way in which law and justice in your country are *DIFFERENT* to the kind of law and justice shown in this story?

....

....

QUESTION 14.6

Which one of the following best describes this story?

A. A folk tale.

B. A travel story.

C. An historical account.

D. A tragedy.

E. A comedy.

READING UNIT 15: IN POOR TASTE

from Arnold Jago

Did you know that in 1996 we spent almost the same amount on chocolate as our Government spent on overseas aid to help the poor?

Could there be something wrong with our priorities?

What are you going to do about it?

Yes, you.

Arnold Jago,
Mildura

Source: The Age newspaper, Melbourne, Australia ,1st April, 1997.

The letter above appeared in an Australian newspaper in 1997. Refer to the letter to answer the questions below.

QUESTION 15.1

Arnold Jago's aim in the letter is to provoke

A. guilt.

B. amusement.

C. fear.

D. satisfaction.

QUESTION 15.2

What kind of response or action do you think Arnold Jago would like his letter to prompt?

....

....

....

READING UNIT 16 : BULLYING

Bullying Text

PARENTS LACK AWARENESS OF BULLYING

Only one in three parents polled is aware of bullying involving their children, according to an Education Ministry survey released on Wednesday.

The survey, conducted between December 1994 and January 1995, involved some 19,000 parents, teachers and children at primary, junior and senior high schools where bullying has occurred.

The survey, the first of its kind conducted by the Ministry, covered students from the fourth grade up. According to the survey, 22 per cent of the primary school children polled said they face bullying, compared with 13 per cent of junior high school children and 4 per cent of senior high school students.

On the other hand, some 26 per cent of the primary school children said they have bullied, with the percentage decreasing to 20 per cent for junior high school children and 6 per cent for senior high school students.

Of those who replied that they have been bullies, between 39 and 65 per cent said they also have been bullied.

The survey indicated that 37 per cent of the parents of bullied primary school children were aware of bullying targeted at their children. The figure was 34 per cent for the parents of junior high school children and 18 per cent for those of the senior high school students.

Source: Kyodo, The Japan Times Ltd., Tokyo, 23rd May, 1996.

Of the parents aware of the bullying, 14 per cent to 18 per cent said they had been told of bullying by teachers. Only 3 per cent to 4 per cent of the parents learned of the bullying from their children, according to the survey.

The survey also found that 42 per cent of primary school teachers are not aware of bullying aimed at their students. The portion of such teachers was 29 per cent at junior high schools and 69 per cent at senior high schools.

Asked for the reason behind bullying, about 85 per cent of the teachers cited a lack of education at home. Many parents singled out a lack of a sense of justice and compassion among children as the main reason.

An Education Ministry official said the findings suggest that parents and teachers should have closer contact with children to prevent bullying.

School bullying became a major issue in Japan after 13-year-old Kiyoteru Okouchi hanged himself in Nishio, Aichi Prefecture, in the fall of 1994, leaving a note saying that classmates had repeatedly dunked him in a nearby river and extorted money from him.

The bullying-suicide prompted the Education Ministry to issue a report on bullying in March 1995 urging teachers to order bullies not to come to school.

The article above appeared in a Japanese newspaper in 1996. Refer to it to answer the questions below.

QUESTION 16.1

Why does the article mention the death of Kiyoteru Okouchi?

....

....

QUESTION 16.2

What percentage of teachers at each type of school was not aware that their students were being bullied? Circle the alternative (A, B, C or D) which best represents this.

A

Senior High

Junior High

Primary

% of teachers unaware of bullying

B

Senior High

Junior High

Primary

% of teachers unaware of bullying

2

C

Senior High

Junior High

Primary

% of teachers unaware of bullying

D

Senior High

Junior High

Primary

% of teachers unaware of bullying

55
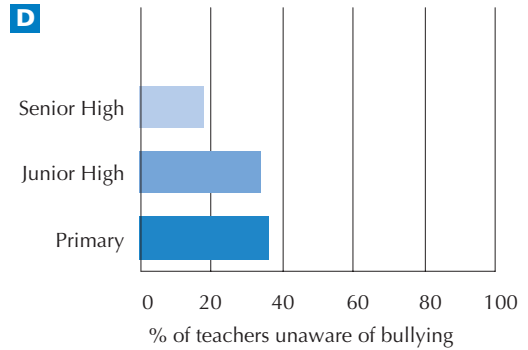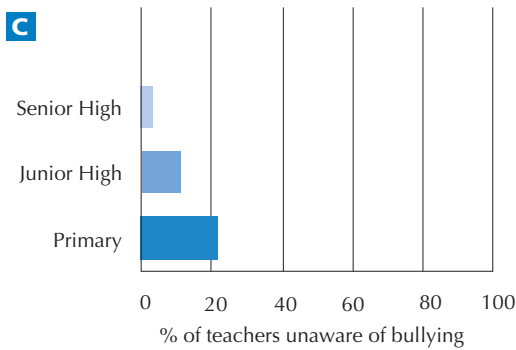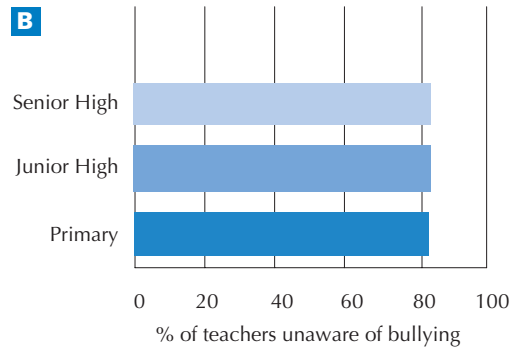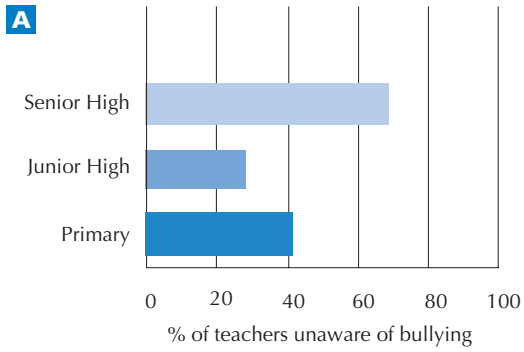
READING UNIT 17 : BEES

Bees Text

The information on this page and the next page is from a booklet about bees. Refer to the information to answer the questions which follow it.

Collecting Nectar

Bees make honey to survive. It is their only essential food. If there are 60,000 bees in a hive about one third of them will be involved in gathering nectar which is then made into honey by the house bees. A small number of bees work as foragers or searchers. They find a source of nectar, then return to the hive to tell the other bees where it is.

Foragers let the other bees know where the source of the nectar is by performing a dance which gives information about the direction and the distance the bees will need to fly. During this dance the bee shakes her abdomen from side to side while running in circles in the shape of a figure 8. The dance follows the pattern shown on the following diagram.
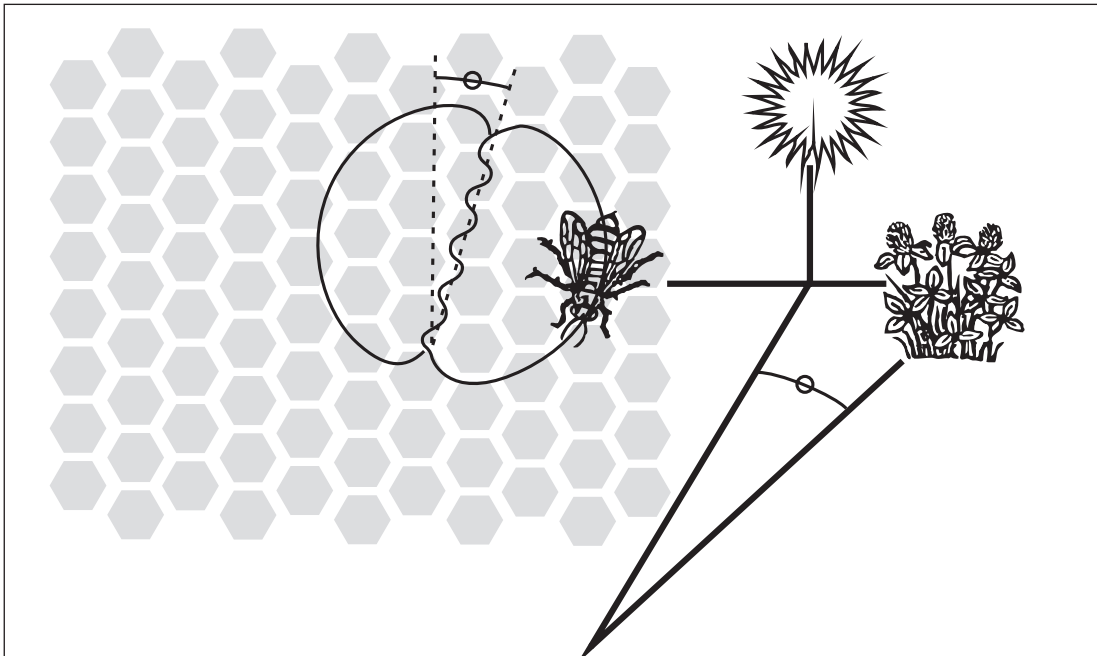
The diagram shows a bee dancing inside the hive on the vertical face of the honeycomb. If the middle part of the figure 8 points straight up it means that bees can find the food if they fly straight towards the sun. If the middle part of the figure 8 points to the right, the food is to the right of the sun.

The distance of the food from the hive is indicated by the length of time that the bee shakes her abdomen. If the food is quite near the bee shakes her abdomen for a short time. If it is a long way away she shakes her abdomen for a long time.

MAKING HONEY

When the bees arrive at the hive carrying nectar they give this to the house bees. The house bees move the nectar around with their mandibles, exposing it to the warm dry air of the hive. When it is first gathered the nectar contains sugar and minerals mixed with about 80% water. After ten to twenty minutes, when much of the excess water has evaporated, the house bees put the nectar in a cell in the honeycomb where evaporation continues. After three days, the honey in the cells contains about 20% water. At this stage, the bees cover the cells with lids which they make out of beeswax.

At any one time the bees in a hive usually gather nectar from the same type of blossom and from the same area. Some of the main sources of nectar are fruit trees, clover and flowering trees.

Source: "Hum Sweet Hum", National Foundation for Educational Research, 1993.

GLOSSARY

house bee   *a worker bee which works inside the hive.*

mandible   *mouth-part.*

2

QUESTION 17.1

What is the purpose of the bees' dance?

A. To celebrate the successful production of honey.

B. To indicate the type of plant the foragers have found.

C. To celebrate the birth of a new Queen Bee.

D. To indicate where the foragers have found food.

QUESTION 17.2

Write down three of the main sources of nectar.

1..

2..

3..

QUESTION 17.3

What is the main difference between nectar and honey?

A. The proportion of water in the substance.

B. The proportion of sugar to minerals in the substance.

C. The type of plant from which the substance is gathered.

D. The type of bee which processes the substance.

QUESTION 17.4

In the dance, what does the bee do to show how far the food is from the hive?

....

....

57

ANSWERS

2

LAKE CHAD SCORING 1.1

Full credit: A. About two metres.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 478 score points on the PISA reading scale. Across OECD countries, 65% of students answered correctly. To do so, they correctly retrieved information.

LAKE CHAD SCORING 1.2

Full credit: 11,000 BC (or approximation between 10,500 and 12,000; or other indication that the student has extrapolated from the scale)

- 11,000
- 11,000 BC
- 10,500 BC
- Just before 10,000 BC
- About 12,000
- About 11,000 BC

No credit:

- Other responses, including arrow pointing to the starting point of the graph.

- 10,000 BC *[Failure to extrapolate from the scale.]*
- 20,000 BC
- 8000 BC *[Has looked at wrong figure.]*
- ~~11000 BC~~ 4000 BC *[Ignore crossed-out answer.]*
- 0

- Missing.

> Answering this question correctly corresponds to a difficulty of 540 score points on the PISA reading scale. Across OECD countries, 50% of students answered correctly. To do so, they correctly retrieved information.

LAKE CHAD SCORING 1.3

Full credit: Refers to <u>reappearance of lake</u>. Note: answer may receive full credit even if previous answer is incorrect.

- Lake Chad reappeared in 11,000 BC after disappearing completely around 20,000 BC.
- The lake disappeared during the Ice Age and then came back at about this time.
- It reappeared then.
- About 11,000 BC it came back.
- Then the lake reappeared after being gone for 9000 years.

No credit:

- Other responses.

- This is when animals started to appear.
- 11,000 BC is when humans began to do rock art.
- 11,000 BC was when the lake (first) appeared.
- Because at that time Lake Chad was completely dried up.
- Because that was the first movement on the graph.

- Missing.

> Answering this question correctly corresponds to a difficulty of 600 score points on the PISA reading scale. Across OECD countries, 37% of students answered correctly. To do so, they reflected on and evaluated the text.

LAKE CHAD SCORING 1.4

Full credit: A. the animals in the rock art were present in the area at the time they were drawn.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 397 score points on the PISA reading scale. Across OECD countries, 77% of students answered correctly. To do so, they interpreted the text correctly.

LAKE CHAD SCORING 1.5

Full credit: C. after the level of Lake Chad had been falling for over a thousand years.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 508 score points on the PISA reading scale. Across OECD countries, 57% of students answered correctly. To do so, they interpreted the text correctly.

2

FLU SCORING 2.1

Full credit: B. Immunisations will be given during working hours.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 443 score points on the PISA reading scale. Across OECD countries, 70% of students answered correctly. To do so, they correctly retrieved information.

FLU SCORING 2.2

Full credit:

- Refers accurately to the text and relates style to purpose, consistent with "friendly and encouraging". The answer must do AT LEAST ONE of the following:

> (1) refer to one of the features in detail (layout, style of writing, pictures or other graphics; or other similar) – that is, to a specific part or quality of a feature; AND/OR
>
> (2) use evaluative terms other than "friendly" and "encouraging". (Note that such terms as "interesting", "easy to read" and "clear" are not considered to be adequately specific.)
>
> Opinion about whether Fiona succeeded may be stated or implied.
>
> - No, it was a bad idea to put a picture of a syringe near the beginning. That looks scary. *[Refers to one specific part of the design: a particular picture (1). Uses own evaluative term: "scary" (2).]*
> - Yes, the pictures break up the writing and make it easy to read. *[Describes a specific aspect of layout (1).]*
> - The cartoon-like picture of the virus is friendly. *[Refers to a specific aspect ("cartoon-like") of one illustration (1).]*
> - No, the pictures are childish and irrelevant. *[Uses own terms ("childish", "irrelevant") to evaluate one of the features mentioned in the stem (2).]*
> - Yes, the written style is relaxed and informal. *[Uses own terms ("relaxed", "informal") to evaluate one of the features mentioned in the stem (2).]*
> - Yes, the style was warm and inviting. *[Uses own terms to evaluate style (2).]*
> - There is too much writing. People wouldn't bother reading it. *[Refers to a relevant feature of the presentation: amount of text (1). Uses own evaluative terms (2).]*
> - She doesn't put pressure on people to get the injection, and that would encourage people. *[Implicit reference to manner or register: an aspect of style (2).]*
> - No, the writing style is very formal. *[Debatable but plausible application of own evaluative term: "formal" (2).]*

Partial credit:

- <u>Refers accurately to the text</u> and <u>relates purpose to information and content</u> (rather than style), consistent with "friendly and encouraging". Opinion about whether Fiona succeeded may be stated or implied.

> - No, there is no way that a message about having an injection could be friendly and encouraging.
> - Yes she succeeded. She's giving many opportunities and arranging times for a flu immunisation. She also gave suggestions about health.

No credit:

- Gives <u>insufficient or vague</u> answer.

> - Yes, it makes it sound as if it would be a good idea.
> - Yes it is friendly and encouraging. *[Terms not applied to specific features.]*
> - No, it doesn't work.
> - No because some of the information is not correct. *[Refers to content without making any connection to the idea of "friendly and encouraging".]*
> - Yes, the illustrations are encouraging and the style of the announcement is also acceptable. *["Illustrations are encouraging" does not go beyond the terms of the question. "The style of the announcement is also acceptable" is too vague.]*
> - She succeeded, easy to read, and clear. *[The terms used are not specific enough.]*
> - I think that she has succeeded well. She has selected pictures and written interesting text. *[Pictures are not evaluated in any way, and "interesting text" is too vague.]*

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.

> - Yes everyone should have the injection. *[Irrelevant and inaccurate.]*
> - No, the pictures have nothing to do with the message. *[Inaccurate]*
> - Yes, because she wants people to be worried about getting the flu. *[Conflicts with the idea of "friendly and encouraging".]*
> - It's good but it's only one opinion. *[Irrelevant]*
> - Yes, it gave brief information on what they will do to stop flu. *[Irrelevant – refers to content in a non-specific way.]*
> - Yes, she just tells the facts. *[Irrelevant]*
> - Yes, because more people should be immunised. *[Gives a general opinion on the subject of immunisation, does not refer to the style or to details of content.]*
> - Yes I do because no-one wants to be sick. Everyone wants good health. *[Irrelevant]*

- Missing.

Answering this question correctly corresponds to a difficulty of 583 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 542 score points on the PISA reading scale. Across OECD countries, 44% of students answered correctly. To do so, they reflected on and evaluated the text.

FLU SCORING 2.3

Full credit: B. a good idea, but not a substitute for exercise and a healthy diet.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 521 score points on the PISA reading scale. Across OECD countries, 53% of students answered correctly. To do so, they interpreted the text correctly.

2

FLU SCORING 2.4

Full credit:

- <u>Evaluates</u> the section of text <u>in relation to the term "misleading"</u> by indicating that there is a potential <u>contradiction</u>. ("Who should be immunised? Anyone…" vs "Who should not be immunised?"). May or may not explain what the contradiction is. Agreement or disagreement may be stated or implied.

  - Yes, because it would be dangerous for some people to have the immunisation (*e.g.* pregnant women). *[Describes contradiction.]*
  - No, because you only have to read another couple of lines to realise that some people shouldn't have the injection, and on the whole she wants people to have it.
  - Yes, because she says "anyone" can and later she states the people who should not be immunised. *[Contradiction identified.]*
  - This line suggests that all people should get the vaccine, which is untrue. *[Contradiction briefly indicated.]*
  - Yes, to some extent! Maybe: "Anyone interested in being protected against the virus, but who doesn't suffer from any of the following symptoms or diseases." *[Suggested rewording implies recognition of the contradiction.]*

- <u>Evaluates</u> the section of text <u>in relation to the term "misleading"</u> by indicating that the statement may be an <u>exaggeration</u>. (*i.e.* Not everyone needs the immunisation, or the immunisation does not offer complete protection.) May or may not explain what the exaggeration is. Agreement or disagreement may be stated or implied.

  - Leave out because having the immunisation is not a guarantee that you won't get the flu.
  - I don't agree, even though it makes it sound as if you will definitely get the flu if you don't have the injection.
  - Having the injection is not a complete protection.
  - Leave out because not everyone gets the flu, especially if you are fit and well.
  - Yes I agree because it makes the shot sound better than it is. *[Implies an exaggeration, though unspecified.]*

No credit:

- Gives <u>insufficient or vague</u> answer, or restates "misleading" without explanation.

- Leave it in, it's good. *[No explanation.]*
- They should have put another picture there instead of the heading. *[No explanation.]*
- Yes, this sentence is misleading and it could cause problems. *[No explanation]*

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant answer</u>.

- It should have been left out because everyone has the right to decide for themselves. *[Misunderstanding of register of the text: it is not an order.]*
- I think the word FLU should have been put in between THE and VIRUS, because people just taking a glance at it might think that they are talking about another virus and not the flu. *[Implausible explanation for "misleading".]*
- Yes, people may be interested but may have a fear of needles. *[Irrelevant]*

- Missing.

> Answering this question correctly corresponds to a difficulty of 637 score points on the PISA reading scale. Across OECD countries, 37% of students answered correctly. To do so, they reflected on and evaluated the text.

FLU SCORING 2.5

Full credit: D. Michael from accounts who would like to be immunised but will be on leave in the week of May 17.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 562 score points on the PISA reading scale. Across OECD countries, 45% of students answered correctly. To do so, they interpreted the text correctly.

GRAFFITI SCORING 3.1

Full credit: B. present an opinion about graffiti.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 421 score points on the PISA reading scale. Across OECD countries, 76% of students answered correctly. To do so, they interpreted the text correctly.

2

GRAFFITI SCORING 3.2

Full credit:

- Recognises that a <u>comparison</u> is being drawn between graffiti and advertising. Answer is consistent with the idea that advertising is a legal form of graffiti.

> - To show us that advertising can be as invasive as graffiti.
> - Because some people think advertising is just as ugly as spray-painting.
> - She's saying that advertising is just a legal form of graffiti.
> - She thinks advertising is like graffiti.
> - Because they don't ask your permission to put up billboards. *[The comparison between advertising and graffiti is implicit.]*
> - Because advertisements are placed in society without our permission, as is graffiti.
> - Because the billboards are like graffiti. *[A minimal answer. Recognises a similarity without elaborating on what the similarity is.]*
> - Because it is another form of display.
> - Because advertisers stick posters on the wall and she thinks it is graffiti as well.
> - Because it is on the walls too.
> - Because they are equally nice or ugly to look at.
> - She refers to advertising because it is acceptable unlike graffiti. *[Similarity of graffiti and advertising is implied by contrasting attitudes to the two.]*

- Recognises that referring to advertising is a <u>strategy</u> to <u>defend graffiti</u>.

> - So that we will see that graffiti is legitimate after all.

No credit:

- Gives <u>insufficient or vague</u> answer.

> - It's a way of making her point.
> - Because she wants to, she mentions it as an example.
> - It's a strategy.
> - Company logos and shop names.

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant answer</u>.

> - She's describing the graffiti.
> - Because people put graffiti on them.
> - Graffiti is a kind of advertising.
> - Because graffiti is advertising for a certain person or gang. *[Comparison goes in the wrong direction i.e. graffiti is a form of advertising.]*

- Missing.

> Answering this question correctly corresponds to a difficulty of 542 score points on the PISA reading scale. Across OECD countries, 53% of students answered correctly. To do so, they interpreted the text correctly.

GRAFFITI SCORING 3.3

Full credit: Explains point of view by <u>referring to the content of one or both letters</u>. May refer to the writer's general position (i.e. for or against) or to a detail of her argument. Interpretation of writer's argument must be <u>plausible</u>. Explanation may take the form of paraphrase of part of the text, but must not be wholly or largely copied without alteration or addition.

- I agree with Helga. Graffiti is illegal and that makes it vandalism.
- Helga because I am against graffiti. *[Minimum answer]*
- Sophia. I think it's hypocritical to fine graffiti artists and then make millions by copying their designs.
- I sort of agree with both of them. It should be illegal to paint over walls in public places but these people should be given the opportunity to do their work somewhere else.
- Sophia's because she cares about art.
- I agree with both. Graffiti is bad but advertising is just as bad so I won't be hypocritical.
- Helga because I don't really like graffiti either but I understand Sophia's point of view and how she didn't want to condemn people for doing something they believe in.
- Helga's because it really is a pity to spoil the reputation of young people for nothing. *[Borderline case: some direct quotation, but embedded in other text.]*
- Sophia. It is true that patterns and colours stolen from graffiti appear in stores and are accepted by people who consider graffiti dreadful. *[The explanation is a combination of phrases from the text, but the amount of manipulation indicates that it has been well understood.]*

No credit:

- Support for own point of view is confined to a <u>direct quotation</u> (with or without quotation marks).

- Helga because I agree that people should find ways to express themselves that do not inflict extra costs upon society.
- Helga. Why spoil the reputation of young people?

- Gives <u>insufficient or vague</u> answer.

- Sophia's because I think Helga's letter doesn't back her argument with reasons (Sophia compares her argument to advertising etc.*) [Answers in terms of style or quality of argument.]*
- Helga because she used more details. *[Answers in terms of style or quality of argument.]*
- I agree with Helga. *[No support for opinion.]*
- Helga's because I believe what she is saying. *[No support for opinion.]*
- Both, because I can understand where Helga is coming from. But Sophia is also right. *[No support for opinion.]*

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.

- - I agree more with Helga. Sophia doesn't seem to be sure what she thinks.
  - Helga's because she thinks some have talent. *[Misinterpretation of Helga's argument.]*

- Missing.

Answering this question correctly corresponds to a difficulty of 471 score points on the PISA reading scale. Across OECD countries, 67% of students answered correctly. To do so, they reflected on and evaluated the text.

2

GRAFFITI SCORING 3.4

Full credit: Explains opinion with <u>reference to the style or form</u> of one or both letters. Refers to criteria such as style of writing, structure of argument, cogency of argument, tone, register used, strategies for persuading audience. Terms like "better arguments" must be substantiated.

- - Helga's. She gave you lots of different points to consider and she mentioned the environmental damage that graffiti artists do which I think is very important.
  - Helga's letter was effective because of the way she addressed the graffiti artists directly.
  - I think Helga's letter was the better one of the two. I thought Sophia's was a bit biased.
  - I thought Sophia put forward a very strong argument but Helga's was structured better.
  - Sophia, because she didn't really aim it at anyone. *[Explains his/her choice in terms of quality of content. Explanation is intelligible when interpreted as "Doesn't attack anyone".]*
  - I like Helga's letter. She was quite dominant getting her opinion out.

No credit:

- Judges in terms of <u>agreement or disagreement</u> with the writer's position, or simply paraphrases content.

- - Helga. I agree with everything she said.
  - Helga's was the better letter. Graffiti is costly and wasteful, just as she says.

- Judges <u>without sufficient explanation.</u>

- - Sophia's letter was the best.
  - Sophia's was easier to read.
  - Helga had a better argument.

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.

- - Helga's is better written. She works step by step through the problem and then, on the basis of that, she comes to a logical conclusion.
  - Sophia because she kept her position to herself until the end of her letter.

- Missing.

> Answering this question correctly corresponds to a difficulty of 581 score points on the PISA reading scale. Across OECD countries, 45% of students answered correctly. To do so, they reflected on and evaluated the text.

LABOUR SCORING 4.1

Full credit: D. In the labour force and not in the labour force.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 477 score points on the PISA reading scale. Across OECD countries, 63% of students answered correctly. To do so, they interpreted the text correctly.

LABOUR SCORING 4.2

Full credit: Indicates that the number in the tree diagram AND the "000s" in the title/footnote have been integrated: 949,900. Allow approximations 949,000 and 950,000 in figures or words. Also accept 900,000 or one million (in words or figures) with qualifier.

- 949,900
- just under nine hundred and fifty thousand
- 950,000
- 949.9 thousand
- almost a million
- about 900 thousand
- 949.9 X 1000
- 949(000)

Partial credit: Indicates that number in tree diagram has been located, but that the "000s" in the title/footnote has not been correctly integrated. Answers 949.9 in words or figures. Allow approximations comparable to those for Code 2.

- 949.9
- 94,900
- almost a thousand
- just under 950
- about 900
- just under 1000

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 631 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 485 score points on the reading scale. Across OECD countries, 46% of students answered correctly. To do so, they correctly retrieved information.

LABOUR SCORING 4.3

	"In labour force: employed"	"In labour force: unemployed"	"Not in labour force"	Not included in any category
A part-time waiter, aged 35	☒	☐	☐	☐
A business woman, aged 43, who works a sixty-hour week	☒	☐	☐	☐
A full-time student, aged 21	☐	☐	☒	☐
A man, aged 28, who recently sold his shop and is looking for work	☐	☒	☐	☐
A woman, aged 55, who has never worked or wanted to work outside the home	☐	☐	☒	☐
A grandmother, aged 80, who still works a few hours a day at the family's market stall	☐	☐	☐	☒

Full credit: 5 correct.

Partial credit: 3 or 4 correct.

No credit: 2 or fewer correct.

Answering this question correctly corresponds to a difficulty of 727 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 473 score points on the reading scale. Across OECD countries, 39% of students answered correctly. To do so, they interpreted the text correctly.

LABOUR SCORING 4.4

Features of Tree Diagram	Answer
The labels in each box (*e.g.* "In labour force")	Change / (No change)
The percentages (*e.g.* "64.2%")	(Change) / No change
The numbers (*e.g.* "2656.5")	(Change) / No change
The footnotes under the tree diagram	Change / (No change)

Full credit: 3 correct.

No credit: 2 or fewer correct.

Answering this question correctly corresponds to a difficulty of 445 score points on the PISA reading scale. Across OECD countries, 69% of students answered correctly. To do so, they reflected on and evaluated the text.

LABOUR SCORING 4.5

Full credit: C. Categories within each group.

No credit: Other responses and missing.

2

PLAN INTERNATIONAL SCORING 5.1

Note: The correct answer is B: "The level of activity was comparatively low in Ethiopia". This question is for information only and will not independently contribute to the student's score. The answer is taken into account in assessing the response to Question 5.2

PLAN INTERNATIONAL SCORING 5.2

Full credit: Student has <u>answered Question 5.1 correctly</u>. <u>Explains</u> the level of PLAN's activity by <u>drawing on ALL the information supplied</u>, with explicit or implicit <u>reference to the type of activity conducted</u> in Ethiopia by PLAN. Answer must also be consistent with (though does not need to refer to) BOTH of the following:

(1) <u>PLAN's low level of activity in Ethiopia</u> (information supplied in the table); AND

(2) <u>Ethiopia's poverty</u> (information given in the stem).

- Aid organisations often start their work in a country by training local people so I would say PLAN had just started working in Ethiopia in 1996.
- Training community workers might be the only kind of aid they can give there. There might not be the hospitals or schools in which they could base the other kinds of aid work.
- Other foreign aid groups might be helping with medicine etc. and PLAN sees they need to know how to run the country. *[Implicitly refers to training community leaders.]*

Partial credit:

- Student has <u>answered Question 5.1 correctly</u>. <u>Explains</u> the level of PLAN's work by <u>drawing on MOST of the information supplied</u>. Answer must be consistent with (though does not need to refer to) BOTH of the following:

(1) <u>PLAN's low level of activity in Ethiopia</u> (information supplied in the table); AND

(2) <u>Ethiopia's poverty</u> (information given in the stem).

- It might be hard to distribute aid there because things are in such a mess.
- There may be a war on so it would be hard to give aid.
- They don't know how to help there.
- If other organisations are helping in Ethiopia, there is less for PLAN to do.

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- I could imagine that the other countries received help first and that Ethiopia will be helped in the near future.
- The people of Ethiopia may have a certain culture which makes it difficult to interact with foreigners.
- I think they are giving a bit too much help in other countries and Ethiopia is missing out. Plan International might not have enough funding and money for all the countries in need.

2

- Student has underline answered Question 5.1 correctly. Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) PLAN's low level of activity in Ethiopia (information supplied in the table).

  - Ethiopia does not need PLAN's help as much as the other countries. *[Draws on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.]*
  - Ethiopia is not as poor as the other countries so it doesn't need PLAN's help as much. *[Draws on information in the table but is inconsistent with information about Ethiopia's relative poverty supplied in the stem.]*
  - Ethiopia might only need more help with their community leaders than other countries. *[Draws in detail on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.]*

- Student has answered Question 5.1 incorrectly. Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) BOTH of the following:

  (1) the level of activity in Ethiopia which the student has indicated in Question 4A (the explanation itself need not be true); AND
  (2) Ethiopia's poverty (information given in the stem).

  - *[Answer to Question 4A: The level of activity is comparatively high in Ethiopia.]* Ethiopia is poorer than other countries in the region and therefore needs more help.
  - *[Answer to Question 4A: It is about the same as in other countries in the region.]* Aid is distributed equally so there is no rivalry between countries.

No credit:

- Gives insufficient or vague answer.

  - They don't do as much work in Ethiopia. *[Restates information in Key to 4A without attempting to explain it.]*
  - PLAN hardly does anything in Ethiopia.

- Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

  - They should be giving more to Ethiopia. *[Expresses an opinion rather than suggesting an explanation.]*
  - They are only training community workers. They don't seem to be doing anything for health or learning of the people there. *[Does not explain the level of activity.]*

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- The level of PLAN International's activities in Ethiopia compared with its activities in other countries is higher. *[Restates information in distractor to 4A without attempting to explain it.]*
- PLAN gives the same amount to every country. *[Restates information in distractor to 4A without attempting to explain it.]*

- Missing.

Answering this question correctly corresponds to a difficulty of 822 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 705 score points on the reading scale. Across OECD countries, 11% of students answered correctly. To do so, they reflected on and evaluated the text.

2

POLICE SCORING 6.1

Full credit: B. The order of the pearls is different.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 515 score points on the PISA reading scale. Across OECD countries, 61% of students answered correctly. To do so, they correctly retrieved information.

POLICE SCORING 6.2

Full credit: C. how cells are analysed to find the pattern of DNA.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 518 score points on the PISA reading scale. Across OECD countries, 58% of students answered correctly. To do so, they interpreted the text correctly.

POLICE SCORING 6.3

Full credit: C. To inform.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 406 score points on the PISA reading scale. Across OECD countries, 80% of students answered correctly. To do so, they interpreted the text correctly.

POLICE SCORING 6.4

Full credit: B. carrying out genetic analyses.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 402 score points on the PISA reading scale. Across OECD countries, 81% of students answered correctly. To do so, they interpreted the text correctly.

RUNNERS SCORING 7.1

Full credit: D. That it is very important for young sports players to wear good sports shoes.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 356 score points on the PISA reading scale. Across OECD countries, 85% of students answered correctly. To do so, they interpreted the text correctly.

RUNNERS SCORING 7.2

Full credit: Refers to <u>restriction of movement</u>.

- They restrict movement.
- They prevent you from running easily.

No credit:

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.

- To avoid injuries.
- They can't support the foot.
- Because you need to support the foot and ankle.

- Gives <u>insufficient or vague</u> answer.

- Otherwise they are not suitable.

- Missing.

> Answering this question correctly corresponds to a difficulty of 392 score points on the PISA reading scale. Across OECD countries, 79% of students answered correctly. To do so, they correctly retrieved information.

RUNNERS SCORING 7.3

Full credit: Refers to the four criteria in italics in the text. Each reference may be a direct quotation, a paraphrase or an elaboration of the criterion. Criteria may be given in any order. The four criteria are:

(1) To provide exterior protection

(2) To support the foot

(3) To provide good stability

(4) To absorb shocks

- 1. Exterior protection
  2. Support of the foot
  3. Good stability
  4. Shock absorption
- It must provide exterior protection, support the foot, provide the player with good stability and must absorb shocks.
- Protect, support, stabilise, absorb. *[Quotes sub-heading of this section of text.]*

No credit:

- Other responses.

- 1. Protect against knocks from the ball or feet.
  2. Cope with unevenness in the ground.
  3. Keep the foot warm and dry.
  4. Support the foot.
  [First three points in this response are all part of criterion 1 (provide exterior protection).]

- Missing.

Answering this question correctly corresponds to a difficulty of 405 score points on the PISA reading scale. Across OECD countries, 76% of students answered correctly. To do so, they correctly retrieved information.

RUNNERS SCORING 7.4

Full credit: D. Gives the solution to the problem described in the first part.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 402 score points on the PISA reading scale. Across OECD countries, 78% of students answered correctly. To do so, they reflected on and evaluated the text.

GIFT SCORING 8.1

Full credit: C. Her house has been surrounded by flood waters.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 447 score points on the PISA reading scale. Across OECD countries, 73% of students answered correctly. To do so, they interpreted the text correctly.

GIFT SCORING 8.2

Full credit: C. intending to shoot the cat.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 603 score points on the PISA reading scale. Across OECD countries, 40% of students answered correctly. To do so, they interpreted the text correctly.

GIFT SCORING 8.3

Full credit: <u>Goes beyond a literal interpretation</u> of the story while interpreting it in a way which is consistent with accurate literal comprehension. <u>Evaluates the ending in terms of thematic completeness</u>, by relating the last sentence to central relationships, issues or metaphors in the story. Answer may refer, for example, to the relationship between the panther and the woman; to survival; or to a gift or thanks. Opinion about appropriateness may be stated or implied.

- Yes. The story has brought the woman into contact with what is really essential in life, and the clean white bone is a symbol of that.
- Yes. I suppose that what was left of the ham by the panther was also a gift, the message being "live and let live".
- Yes. The bone is like a gift, and that is the theme of the story.
- Yes. The ham bone reminds us of what could have happened to the woman.
- It is appropriate because the animal sort of thanked her for the ham.

Partial credit:

- <u>Goes beyond a literal interpretation</u> of the story while interpreting it in a way which is consistent with accurate literal comprehension. <u>Evaluates the ending in terms of style or mood</u>, by relating the last sentence to the general style or mood of the rest of the story. Opinion about appropriateness may be stated or implied.

- Yes, it fits the matter-of-fact telling of the story.
- Yes, it continues the effect of something eerie.
- No, it is too abrupt when most of the story is given in great detail.

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- <u>Responds at a literal level</u>, in a way which is consistent with accurate literal comprehension of the story. <u>Evaluates the ending in terms of narrative sequence, by relating the last sentence to explicit events</u>, (*e.g.* the cat having eaten the meat; the visit of the panther to the house; the subsiding of the flood). Opinion about appropriateness may be stated or implied.

> - Yes it gives you an answer to the question of whether the cat ate the food.
> - No. The part about the meat was already finished.
> - It is finished because the meat is finished and so is the story.
> - Yes. Now that the flood has subsided and it has eaten the meat, there is no reason for the cat to stay.
> - I think it was a good ending because it proves that she had a panther on her porch. *[Understanding at a literal level that the events in the story "really happened".]*
> - No, it is not a suitable end, it was not a gift, but it was very dangerous. *[Indicates a wholly literal reading.]*
> - It is appropriate to describe that it was after the rain. *[Reference to the end of the flood.]*

No credit:

- Gives <u>insufficient or vague</u> answer.

> - It is more than effective. It is really striking.
> - No, the gift does not relate to the end.
> - No. It would be better to finish with something more exciting. *[Does not relate the ending to the rest of the story.]*
> - It ends by describing the bone.

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.

> - Yes, it showed that it was all just a dream. *[Implausible]*
> - No, because the reader does not know why the cat has vanished. *[Indicates lack of comprehension.]*

- Missing.

> Answering this question correctly corresponds to a difficulty of 652 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 567 score points on the reading scale. Across OECD countries, 37% of students answered correctly. To do so, they reflected on and evaluated the text.

GIFT SCORING 8.4

Full credit: B. It began to float.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 367 score points on the PISA reading scale. Across OECD countries, 85% of students answered correctly. To do so, they correctly retrieved information.

GIFT SCORING 8.5

Full credit: Recognises that the <u>descriptions are intended to evoke pity</u>. Reference to writer's intention or effect on the reader may be stated or implied. Reference to what happens in the rest of the story may be stated or implied. May suggest that:

> (1) the descriptions quoted link the panther with the woman (or humans generally) in suffering; OR
>
> (2) the descriptions quoted prepare for the <u>woman's later compassionate behaviour</u> towards the panther; OR
>
> (3) the panther is presented as <u>an object of compassion</u>.
>
> - The panther sounds almost like a human, so it is like the woman, and you feel sorry for both of them. *[Explicit reference to the link between the panther and the woman/humans. (1) Explicit reference to the effect on the reader.]*
> - It makes you realise straight away that the panther is also a victim of the flood. *[Implicit reference to the link between the panther and humans in "also". (1) Explicit reference to the effect on the reader.]*
> - The woman seems to feel sorry for it before she knows what it is. *[Links the extracts with the the woman's later compassionate behaviour (2), without explicit reference to intention or effect.]*
> - It makes you feel sorry for the panther. *[Implied accurate understanding of descriptions' nuances. (3) Explicit reference to effect on reader.]*
> - It sounds sad and distressed. [Implied understanding of descriptions' nuances (3), with implicit reference to author's intention.]

Partial credit:

- Refers to possible <u>intentions (or effects) of the quoted descriptions, other than that of evoking pity</u>. Comment is consistent with comprehension of the text. Reference to writer's intention or effect on the reader may be stated or implied. References to what happens in the rest of the story may be stated or implied. May refer to:

> (1) the intention/effect of creating <u>suspense or mystery</u> (Note that such terms as "frightening" and "scary" are considered to show lack of comprehension of the quoted descriptions; and "interesting", "easy to read" and "clear" are not considered to be adequately specific); OR
>
> (2) the idea that the panther is <u>presented from the woman's point of view</u>.
>
> - Because it creates suspense. You don't really know what was crying. *[1]*
> - It introduces the panther slowly. *[1]*
> - It's exciting. *[1]*
> - You don't know what it is, just like the woman. [Combination of (1) and (2).]
> - It describes the woman's feelings about the panther. *[2]*

- Refers to the <u>literal information given in the quoted descriptions</u>. Comment is consistent with comprehension of the text. Reference to writer's intention or effect on the reader may be stated or implied. References to what happens in the rest of the story may be stated or implied. May refer to:

> (1) the <u>realistic depiction of the panther</u>; OR
> (2) the way the descriptions fit with the literal <u>setting and situation</u>.
> - The panther is a wild animal and wild animals cry. *[1]*
> - The panther was hungry, and these animals make a noise when they are hungry. *[1]*
> - She would notice the sounds it made because it was dark so she couldn't see it. *[2]*
> - Hearing the panther now makes her remember when she has heard one before. *[2]*

2

No credit:

- Gives <u>insufficient or vague</u> answer.

> - It makes it more interesting.
> - It is strong descriptive language.

- Shows <u>inaccurate comprehension</u> of the material or gives <u>an implausible or irrelevant</u> answer.

> - The panther sounds vicious as though it is waiting to get her. *[Implausible]*
> - These descriptions present the panther in such a way as to frighten the reader. *[Inaccurate]*
> - She is telling the story from the panther's point of view. *[Inaccurate]*

- Missing.

> Answering this question correctly corresponds to a difficulty of 645 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 539 score points on the reading scale. Across OECD countries, 43% of students answered correctly. To do so, they interpreted the text correctly.

GIFT SCORING 8.6

Full credit:

- <u>Recognises the implication that the woman is motivated by pity or empathy</u> towards the panther. May also mention that the woman does not consciously understand her own motivation.

> - She felt sorry for it.
> - Because she knew what it felt like to be hungry.
> - Because she's a compassionate person.
> - To help it live.

2

No credit:

- Gives <u>insufficient or vague</u> answer.

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.
  May describe the woman's motivation in terms of self-protection or fear.

> - She thought it would go away if she fed it.
> - Because she was frightened of it.
> - She wanted to make it her pet. *[Implausible]*
> - To make friends with it. *[Implausible]*
> - Because she loved it. *[Implausible]*

- Missing.

> Answering this question correctly corresponds to a difficulty of 529 score points on the PISA reading scale. Across OECD countries, 57% of students answered correctly. To do so, they interpreted the text correctly.

GIFT SCORING 8.7

GIFT SCORING 8.7A (Speaker 1 – "heartless and cruel")

Full credit: <u>Provides evidence from the story to support the idea that the woman is heartless and cruel</u>. May refer to her intention to shoot the panther, or to the fact that she actually shoots at the panther. May use quotation or close paraphrase.

> - She tries to shoot the panther.
> - She's cruel because her first thought is to kill the panther.
> - She laughs when she thinks about killing the cat.
> - When she was eating she laughed at the cat's whining.
> - And taking up the rifle she fired it through the window. *[Quotation]*

No credit:

- Gives <u>insufficient or vague</u> answer.

> - She's unkind to the panther.

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.

> - She's cruel because she keeps the cat locked outside. *[Implausible that she should do otherwise, given the danger the cat represents in the story.]*
> - He thinks that the woman should show more compassion. *[Irrelevant: explains what the boy in the dialogue is saying, rather than referring to the story.]*

- Missing.

GIFT SCORING 8.7 B (Speaker 2 – "compassionate")

Full credit: <u>Provides evidence from the story to support the idea that the woman is compassionate</u>. May refer to her action in feeding the panther, or to suggestions about her capacity for compassion towards the panther or more generally. May use quotation or close paraphrase.

- She's generous because she shares her food with the cat.
- She gives it ham.
- She took down what was left of the ham and shoved it through the broken pane. *[Quotation]*
- When she first hears the panther she thinks it sounds sad, not scary. *[Evidence of capacity for compassion towards the panther.]*
- It says "she wanted to cry, for herself, for all the people, for everything in the flood". *[Quoted evidence of more general compassion.]*

No credit:

- Gives <u>insufficient or vague</u> answer.

- She acts in a compassionate way.
- She is kind.

- Shows <u>inaccurate comprehension</u> of the material or gives an <u>implausible or irrelevant</u> answer.

- She thinks that the woman was a loving person. [Irrelevant: explains what the girl in the dialogue is saying, rather than referring to the story.]

- Missing.

> Answering this question correctly corresponds to a difficulty of 537 score points on the PISA reading scale. Across OECD countries, 64% of students answered correctly. To do so, they reflected on and evaluated the text.

AMANDA AND THE DUCHESS SCORING 9.1

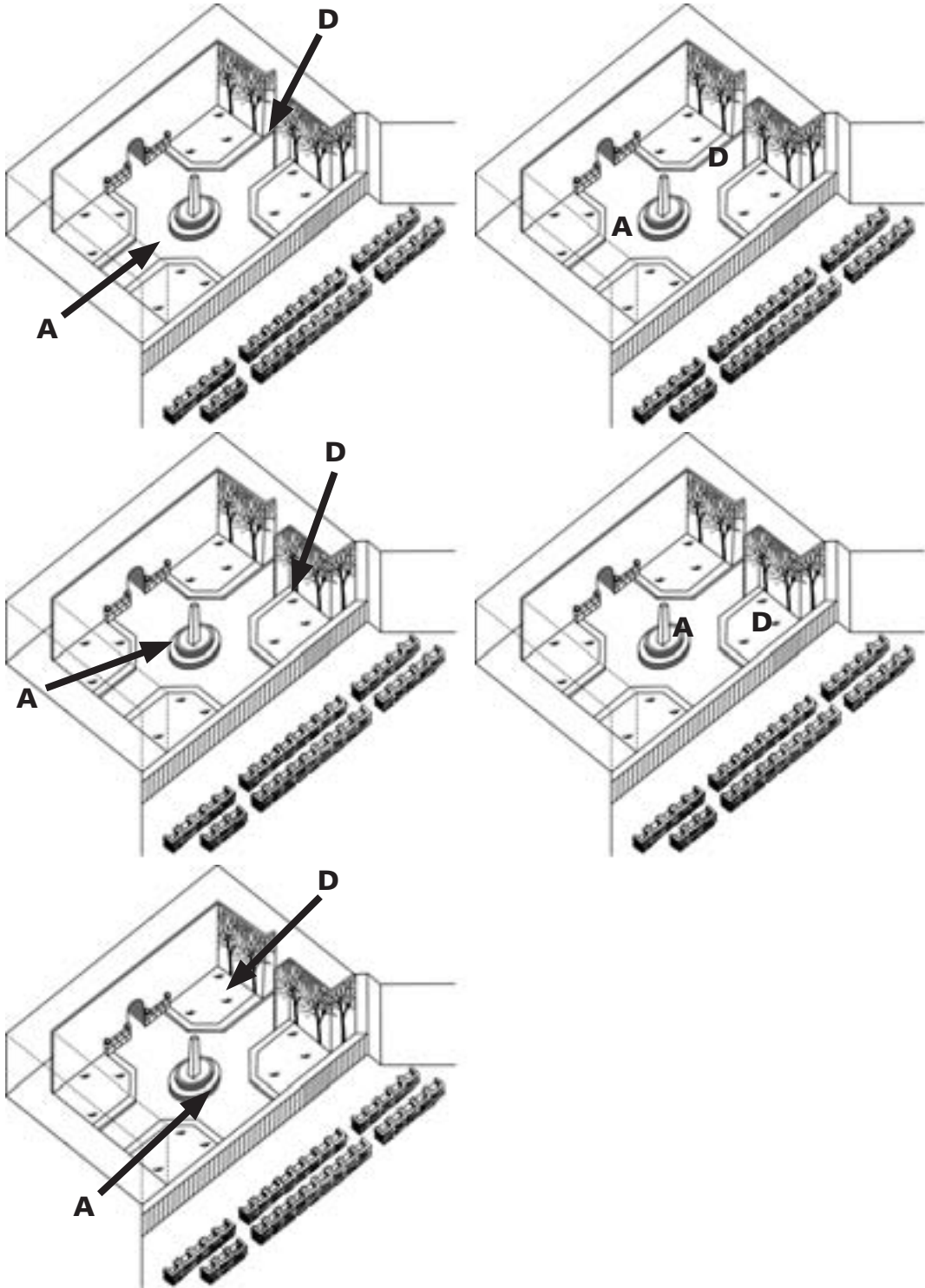**Full credit:** C. to get Amanda to make the Prince forget his grief.

No credit: Other responses and missing.

> Answering this question correctly corresponds to a difficulty of 423 score points on the PISA reading scale. Across OECD countries, 74% of students answered correctly. To do so, they interpreted the text correctly.

79

AMANDA AND THE DUCHESS SCORING 9.2

Full credit: Refers to <u>italics</u>. Allow non-technical descriptions. May mention parentheses as well as italics.

- (They are in) italics.
- Slanting writing.
- Like this: *[Imitates italic style.]*
- Handwriting.
- Writing in italics and also the use of brackets.
- They are in a skinny type of writing.

No credit:

- Gives <u>insufficient or vague</u> answer.

- Stage directions are in brackets. *[Reference to brackets is correct for some stage directions, but answer does not refer to italics.]*
- Written in a different style
- Another print

- Shows <u>inaccurate comprehension </u>of the material or gives an <u>implausible or irrelevant</u> answer.

- Bold print *[Inaccurate]*
- Small print *[Inaccurate]*
- By the director *[Irrelevant]*

- Missing.

> Answering this question correctly corresponds to a difficulty of 561 score points on the PISA reading scale. Across OECD countries, 44% of students answered correctly. To do so, they reflected on and evaluated the text.

AMANDA AND THE DUCHESS SCORING 9.3
AMANDA AND THE DUCHESS SCORING 9.3A (Props manager)

Full credit: Indicates suitcase OR bicycle. May quote a phrase from the stage directions.

- Her small suitcase
- Bicycle

No credit:

- Other responses.

- Bicycle bell
- Obelisk
- A circular bench

- Missing.

AMANDA AND THE DUCHESS SCORING 9.3B (Sound technician)

Full credit: Indicates bird song OR (evening) birds OR twittering OR bicycle bell OR wind OR silence. May quote a phrase from the stage directions.

- A bicycle bell is heard in the evening air.
- Only the wind can be heard.
- Evening birds
- The evening birds have now taken over.

No credit: Other responses and missing.

2

AMANDA AND THE DUCHESS SCORING 9.3C (Lighting technician)

Full credit: Indicates shadows OR pale blur OR [completely] dark OR evening

- The grounds are filled with shadows.
- The deeper shadows of the trees
- Evening is falling.
- In the evening air

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 567 score points on the PISA reading scale. Across OECD countries, 44% of students answered correctly. To do so, they interpreted the text correctly.

AMANDA AND THE DUCHESS SCORING 9.4

Full credit: Marks A by the obelisk and D behind or near the trees.

No credit: Other responses and missing.
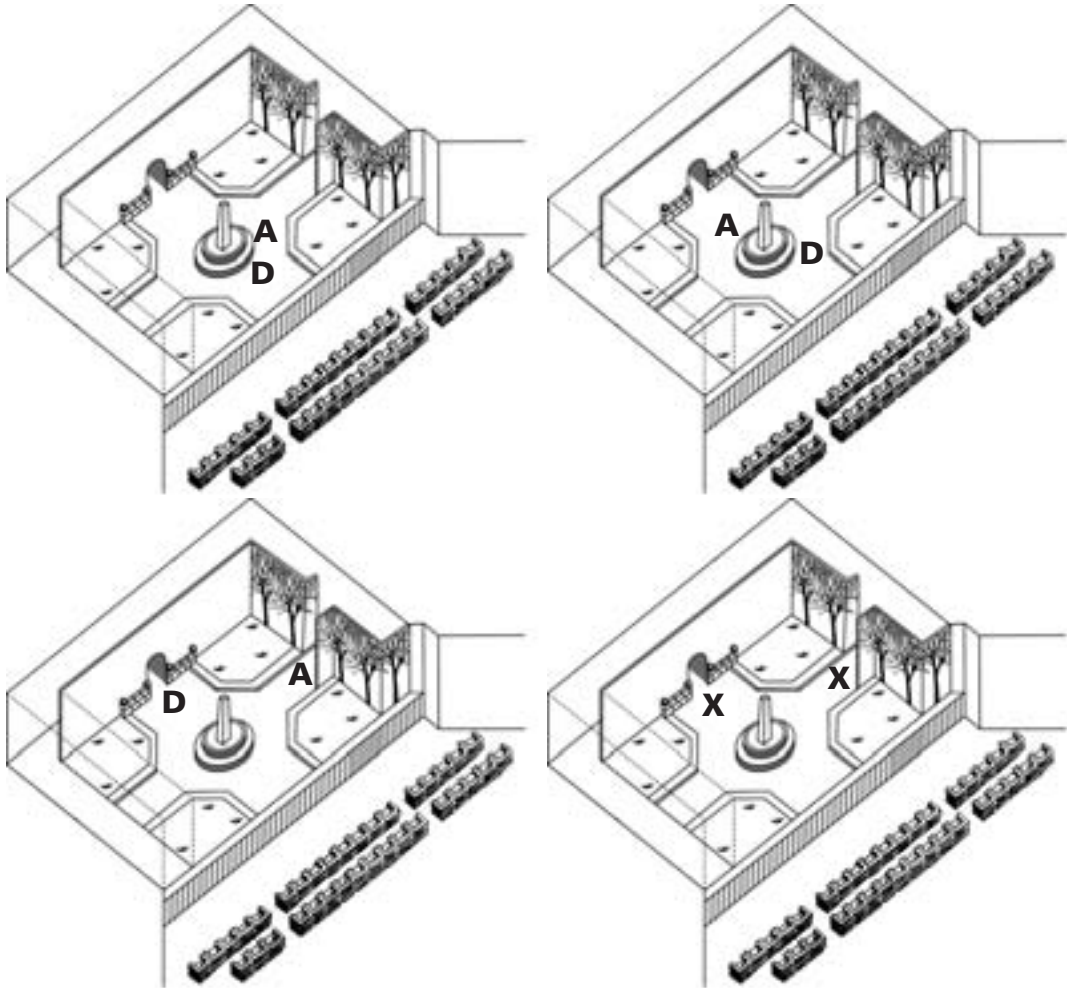
Answering this question correctly corresponds to a difficulty of 608 score points on the PISA reading scale. Across OECD countries, 37% of students answered correctly. To do so, they correctly retrieved information.

AMANDA AND THE DUCHESS SCORING 9.5

Full credit: D. That the Prince didn't notice that Amanda looked like Léocadia.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 455 score points on the PISA reading scale. Across OECD countries, 67% of students answered correctly. To do so, they interpreted the text correctly.

2

PERSONNEL SCORING 10.1

Full credit: Mentions at least ONE of the following:

        (1) From the personnel department

        (2) From the personnel counsellor

        ▪ Personnel department

        ▪ The personnel counsellor can give you more information.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 363 score points on the PISA reading scale. Across OECD countries, 85% of students answered correctly. To do so, they correctly retrieved information.

PERSONNEL SCORING 10.2

Full credit: Mentions BOTH of the following:

        (1) They act as a mediator for employees OR mediation

        (2) They assist with finding new positions. *[Don't accept: "Job Data Bank", "Guidance", "Courses", or "Career Change Projects".]*

        ▪ mediator
          assists with finding new positions when necessary

        ▪ acts as a mediator
          helps you to find a new job

No credit:

- Other responses.

        ▪ 1. Mediation 2. Career change projects

        ▪ career change projects
          courses

        ▪ track/job seekers/job openings
          mediation

        ▪ application or discussion with personnel counsellor

- Missing.

Answering this question correctly corresponds to a difficulty of 655 score points on the PISA reading scale. Across OECD countries, 32% of students answered correctly. To do so, they correctly retrieved information.

NEW RULES SCORING 11.1

Full credit: Underlines OR circles the sentence OR a part of the sentence that contains at least ONE of the following:

>(1) "set up a commission"
>
>(2) "three months be allowed for public opinion to respond to the commission recommendation...."
>
>- [Underlining] …<u>The Australians set up a commission to study the matter</u>… [Student has underlined one of the relevant sentences.]
>
>- [Underlining] …The Australians set up a commission to study the matter… and …they urged that three months be allowed for public opinion to respond to the commission recommendation… [Student has underlined both of the relevant sections of the text.]
>
>- [Underlining] …The Australians set up a commission to study the matter. …and …In France, a woman recently had to go to court to be allowed to bear a child from her deceased husband's frozen sperm… [One section of the text is correctly underlined; the other underlining seems to be related to answering the next question, so accept.]

No credit:

- Other

>- [Underlining] …The embryos should be thawed, the panel said, because donation of embryos to someone else would require the consent of the "producers," and no such consent had been given…   [Student has underlined an irrelevant section of text.]
>
>- [Underlining] …The Australians set up a commission to study the matter… and …The possibilities of misuse of scientists' ability to advance or retard procreation are manifold… [One section of the text is correctly underlined; the other underlining cannot be construed as an answer to the next question, so do not accept.]

- Missing.

> Answering this question correctly corresponds to a difficulty of 558 score points on the PISA reading scale. Across OECD countries, 48% of students answered correctly. To do so, they interpreted the text correctly.

NEW RULES SCORING 11.2

Full credit: Mentions at least TWO of the following:

>(1) When the Rioses died, there was a controversy over what was to be done with the embryos. [Don't accept controversies in paragraph 4 (e.g., "What was the hospital to do with the frozen embryos?" "Were the embryos entitled to the estate?") unless the respondent explicitly links these controversies to the death of the embryo donors (the Rioses).]

(2) A woman in France had to go to court to be allowed to use her deceased husband's sperm.

(3) What should the rules be for a surrogate mother who refused to give up the infant she bore?

- It showed a need for the producer to specify what should be done to the embryos if something happens to them, and for laws about what is to be done should a surrogate mother refuse to give up the child.

2

Partial credit: Mentions ONE of the examples given above relating to bio-technology ((1), (2) or (3)) AND (the destructive potential of) atomic power.

No credit:

- Other responses.

- They have frozen the sperm and it should be kept frozen until used. *[Irrelevant answer.]*

- - are the embryos part of the estate
  - could they be implanted in someone else. *[Unclear which part of the article these refer to. If both about Rios case, disallowed. If French case is referred to in the second point, it is a misinterpretation since the wife is not "someone else".]*

- Missing.

Answering this question correctly corresponds to a difficulty of 669 score points on the PISA reading scale. Across OECD countries, 26% of students answered correctly. To do so, they interpreted the text correctly.

MORELAND SCORING 12.1

Full credit: 5 p.m. / 5 o'clock

No credit: Other responses and missing.

To answer this question correctly students had to retrieve information.

MORELAND SCORING 12.2

Full credit: C. Coburg Library

No credit: Other responses and missing.

To answer this question correctly students had to retrieve information.

2

WARRANTY SCORING 13.1

Each piece receives a separate mark, which is combined to yield a single score.

A) MODEL

Full credit: Correctly identifies model.

- Rolly Fotonex 250 zoom.
- Rolly Fotonex.
- Fotonex.

No credit:

- Other responses.

- 150214. [Product number rather than camera name and model.]
- Rolly fotonex 250 Zoom Tripod. *[Includes redundant and potentially confusing information. Shows poor understanding of the organisation and substance of the receipt.]*

- Off task.

B) SERIAL NUMBER

Full credit: *30910963*

No credit: Other responses and off task.

C) DATE OF PURCHASE

Full credit: 18/10/99

Date may be given in another form, but must include date, month and year.

- 18 October 1999

May give redundant related information (time).

- 18/10/99, 12:10 pm

No credit: Other responses and off task.

D) PURCHASE PRICE

Full credit: ($) 249.08

No credit: Other responses and off task.

To answer this question correctly students had to retrieve information.

2

WARRANTY SCORING 13.2

Full credit: Indicates 10 days.

- Ten days.
- Within 10 days of purchase.

No credit: Other responses, off task and missing.

To answer this question correctly students had to retrieve information.

WARRANTY SCORING 13.3

Full credit: A tripod.

No credit: Other responses, off task and missing.

To answer this question correctly students had to retrieve information.

WARRANTY SCORING 13.4

Full credit: Refers either explicitly or implicitly to development of the <u>business–customer relationship</u>.

- It's good for business to be nice to you.
- To create a good relationship with the customer.
- They want you to come back.

No credit:

- Other responses.

- They're being polite.
- They're glad you bought the camera from them.
- They want you to feel special.
- To let the customers know they are appreciated.

- Off task and missing.

To answer this question correctly students had to reflect on and evaluate the text.

JUST JUDGE SCORING 14.1

Full credit: D. He wanted to see the judge at work in his usual way, uninfluenced by the presence of the king.

No credit: Other responses and missing.

To answer this question correctly students had to interpret the text.

JUST JUDGE SCORING 14.2

Full credit: D. By testing her skill in work that she needed to perform for her husband.

No credit: Other responses and missing.

> To answer this question correctly students had to retrieve information.

2

JUST JUDGE SCORING 14.3

Full credit: <u>Evaluates</u> the fairness of the punishments in relation to each other, in terms of similarity or difference of offences. Shows <u>accurate understanding</u> of the crimes.

- No, it is a much more serious crime to try to steal someone's wife than to steal their money or their horse.
- All three criminals tried to cheat someone and then lied about it, so it was fair that they were punished in the same way.
- It's hard to say. The peasant, the oil merchant and the beggar all wanted to steal something. On the other hand the things they wanted to steal were not equally valuable.
- No, some of the crimes were worse than others. *[Minimal correct answer: gives a criterion ("worse") for the varying punishments.]*
- Yes, they all lied.

No credit:

- Shows <u>accurate understanding</u> of the crimes and/or the punishments <u>without evaluating</u> them.

- The judge gave fifty strokes to the three criminals. Their crimes were stealing a woman, stealing money and stealing a horse.

- Demonstrates a <u>misunderstanding</u> of the crimes or the punishments.

- I think the case of the peasant and the scholar was different from the other two because it was more like a divorce, where the other two were thefts. So the peasant should not have been punished.

- Evaluates the fairness of the punishment per se (ie. answers as if the question were, "Is fifty strokes of the lash a just punishment?")

- No, fifty lashes is much too harsh a punishment for any of these crimes.
- Yes, severe punishments are necessary because that way the criminals won't try to do it again.
- No, I don't think the punishments were strong enough.
- He was too severe.

- Answers irrelevantly or vaguely, <u>without explanation</u> or with inadequate explanation or in a way which is inconsistent with the content of the story.

- Yes, I think it was fair.

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2

- No, because I could be a petty criminal and you could get life.
- Yes because he was a just judge. *[Post hoc argument (begging the question).]*
- I don't think it was fair to have the same punishment because they were all different cases. *["Different" is not a sufficient evaluation of the crimes to explain why the punishments should be different..]*
- No, because there were different circumstances involved.
- Yes, all the three cases had a good and bad person, the so called baddie should've been punished for doing the wrong thing. *[Not an evaluation of the offences.]*

- Off task and missing.

To answer this question correctly students had to reflect on and evaluate the text.

JUST JUDGE SCORING 14.4

Full credit: B. Wise justice.

No credit: Other responses and missing.

To answer this question correctly students had to interpret the text.

JUST JUDGE SCORING 14.5

Consider the first part of the response only ("similar").

Full credit: Describes one similarity. Shows accurate comprehension of the story. Comparison with a feature of the national legal system is either explicitly stated or may be readily inferred. Accurate knowledge of national legal systems is not essential, but take into account what background knowledge about the law in your country it would be reasonable to expect of a 15 year old.

- Rulings made on evidence.
- Both sides allowed to give their version of the truth.
- Equality before the law (it doesn't matter who you are).
- There is a judge presiding over the court.
- The same punishment is given for similar offences.
- The people in court are judged by different evidence which can be found.
- Each person gets to have their say.
- That they were taken to court to discuss the outcome.
- The justice system in this story has an impartial person to decide the truth, the judge.
- Court system. *[Unlike "punishment" (Code 0) not all systems of law have courts.]*
- Both people's arguments were heard.
- Judges also have to be wise and just in our system. *[Value judgment, consistent with accurate understanding of the story.]*

No credit:

- Other responses., including vague, inaccurate and irrelevant answers.

- Don't know right from wrong.
- Even important rulers of countries can be called to court.
- Punishment. *[Excluded by the question.]*

- Off task and missing.

Consider the second part of the response only ("different").

2

Full credit: Describes one difference. Shows accurate comprehension of the story. Comparison with a feature of the national legal system is either explicitly stated or may be readily inferred. Accurate knowledge of national legal systems is not essential. (For example "no jury" may be accepted as a "difference", although in some modern courts there is no jury.)Take into account what background knowledge about the law in your country it would be reasonable to expect of a 15 year old.

- No lawyers.
- Judge carries out his own investigation.
- It's very quick, whereas in modern courts usually cases take weeks.
- No jury; there doesn't seem to be any way of appealing.
- The punishment is much harsher. *[A qualitative comment on the kind of punishment]*
- The same punishment is given regardless of the offence.
- A board of 12 judges – a jury – is used instead of a single judge.
- There weren't any lawyers or a jury.
- No jury or hard evidence.
- The judge's word was final.
- We do the judging inside the courtroom.
- The judges don't use little "tests" like the just judge.
- The story had a just judge. *[States or implies value judgment or opinion about national legal system. Answer is consistent with accurate understanding of the story, so credit even though it happens to be identical with the story's title.]*

No credit:

- Other responses., including vague, inaccurate and irrelevant answers.

- Punishment.
- Old fashioned.
- Court system.
- People do not receive the lash. *[Exluded by question.]*
- The outcome, the rulings.
- Don't wear wigs.

- Off task and missing.

> To answer this question correctly students had to reflect on and evaluate the text.

JUST JUDGE SCORING 14.6

Full credit: A. A folk tale.

No credit: Other responses and missing.

> To answer this question correctly students had to reflect on and evaluate the text.

IN POOR TASTE SCORING 15.1

Full credit: A. Guilt.

No credit: Other responses and missing.

> To answer this question correctly students had to interpret the text.

IN POOR TASTE SCORING 15.2

Full credit:

- Government/individuals should spend more on (overseas) aid.

- People donating more money to overseas aid.
- Donate money to charities.
- People should spend less on chocolate and more on the poor.
- People spending less money on chocolate and more on the overseas sick. *[Limited sense of aid, but still gets main thrust.]*
- That people don't spend all their money on chocolate rather than overseas. *[Poorly expressed but has some sense of the interrelationship Jago refers to.]*
- An increase in the spending of people and Government towards overseas aid to help the poor. He also wants people to feel guilty and buy less chocolate or to donate money to overseas aid for the poor.
- People instead of buying and eating chocolate should give to a good cause and not be so self-indulgent.

- Government/individuals should change their priorities or awareness.

- Change our priorities.
- He would like people to raise their awareness about how we spend our resources.
- People stirred up to think more of helping others than indulging in personal pleasures. [Focuses on attitude ("think more") rather than action.]

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- People's awareness that the poor need our help, for people to do something about it. *[Emphasis on awareness.]*

No credit:

- Identifies the writer's strategy, to make the reader feel guilty.

  - Feel guilty / ashamed.

- Spend less on chocolate / be less greedy.

  - Not buy any more chocolate.
  - Stop eating junk food.
  - He would like to see us doing more with ourselves than pigging out on chocolate. *[Misses the main point of what the "something else" is; emphasis is on eating.]*

- Other responses., including vague, inappropriate or irrelevant answers.

  - He would like the government to be sacked.
  - He would like people to say, "I will donate all my money to charity."
  - Nothing.
  - I don't agree with Arnold Jago.
  - Agree with him.
  - I think he wants other people to agree and to start to do something about it. *[Too vague.]*
  - I think he would like letters with written opinions and what they should do to help this problem. *[Vague unspecified support/discussion of the issue. Equivalent to "Agree with him".]*
  - He may like to see people's suggestions on how to fund raise for overseas using chocolate or to see a general response to his letter about our priorities. *[Response shows basic misunderstanding of the argument.]*

- Off task and missing.

> To answer this question correctly students had to reflect on and evaluate the text.

BULLYING SCORING 16.1

Full credit: Relates the bullying-suicide incident to public concern and / or the survey OR refers to the idea that the death was associated with extreme bullying. Connection may be explicitly stated or readily inferred.

  - To explain why the survey was conducted.
  - To give the background to why people are so concerned about bullying in Japan.
  - He was a boy who committed suicide because of bullying.
  - To show how far bullying can go.
  - It was an extreme case.

- He hanged himself and he left a note saying that he was bullied in many hurtul ways. e.g. bulllies took his money and they also dunked him in a nearby stream many times. *[A description of the extremity of the case.]*
- This is mentioned because they feel it is important to try and stop bullying and for parents and teachers to keep a close eye on the children because they might do the same thing if it goes on for too long without help. *[A very long winded way of saying that the incident showed how much public awareness needed to be raised.]*

2

No credit:

- Vague or inaccurate answer, including suggestion that the mention of Kiyoteru Okouchi is sensationalist.

- He was a Japanese school boy.
- There are many cases like this all over the world.
- It's just to grab your attention.
- Because he was bullied. *[Seems to be answering the question, "why did he commit suicide?", not why is it mentioned in the article, so fails to define connection. Not implicit enough.]*
- Because the extent of bullying gone unnoticed. *[Can't make sense of it. confuses cause and effect.]*

- Off task and missing.

> To answer this question correctly students had to interpret the text.

BULLYING SCORING 16.2

Full credit: Circles A (letter A or graph).

No credit: Other responses and missing.

> To answer this question correctly students had to retrieve information.

BEES SCORING 17.1

Full credit: B. To indicate where the foragers have found food.

No credit: Other responses and missing.

> To answer this question correctly students had to interpret the text.

2

BEES SCORING 17.2

Base scoring on the following responses:

- a: fruit trees
- b: clover
- c: flowering trees
- d: trees
- e: flowers

Full credit: abc, abe, bde (in any order)

No credit:

- Other responses, combinations of a,b,c,d and e, or other answers.

  ▪ fruit

- Off task and missing.

> To answer this question correctly students had to retrieve information.

BEES SCORING 17.3

Full credit: A. The proportion of water in the substance.

No credit: Other responses and missing.

> To answer this question correctly students had to interpret the text.

BEES SCORING 17.4

Full credit: Indicates that information is given BOTH by <u>shaking of abdomen AND by the length of time</u> the abdomen is shaken.

- ▪ How long the bee shakes her abdomen for.
- ▪ It shakes its abdomen for a certain length of time.

Partial credit:

- Mentions <u>shaking of abdomen only</u>. (Answer may be partly inaccurate.)

  - ▪ She shakes her abdomen.
  - ▪ She shows how far it is by how fast she shakes her abdomen.

- Mentions length of time without mentioning shaking of abdomen..

  - ▪ How long she dances for.

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No credit:

- Irrelevant, inaccurate, incomplete or vague answer.

- How fast the bee runs around in the figure 8.
- How big the figure 8 is.
- How the bee moves.
- The dance.
- The abdomen.

- Off task and missing.

To answer this question correctly students had to interpret the text.

ANNEX A1

Print reading sample tasks

The print reading sample tasks are examples of questions students answered in the PISA 2009 survey to assess their competencies in reading printed text.

Note that the numbering of the questions is identical to the numbering used in the test booklets given to students.

PRINT READING UNIT 1

Macondo

Dazzled by so many and such marvellous inventions, the people of Macondo did not know where their amazement began. They stayed up all night looking at the pale electric bulbs fed by the plant that Aureliano Triste had brought back when the train made its second trip, and it took time and effort for them to grow accustomed to its obsessive toom-toom. They became indignant over the living images that the prosperous merchant Don Bruno Crespi projected in the theatre with the lion-head ticket windows, for a character who had died and was buried in one film, and for whose misfortune tears of affliction had been shed, would reappear alive and transformed into an Arab in the next one. The audience, who paid two centavos apiece to share the difficulties of the actors, would not tolerate that outlandish fraud and they broke up the seats. The mayor, at the urging of Don Bruno Crespi, explained by means of a proclamation that the cinema was a machine of illusions that did not merit the emotional outburst of the audience. With that discouraging explanation many felt that they had been the victims of some new and showy gypsy business and they decided not to return to the movies, considering that they already had too many troubles of their own to weep over the acted-out misfortunes of imaginary beings.

Macondo is a piece of prose from the novel One Hundred Years of Solitude by the Colombian author Gabriel Garcia Márquez. It is classified as belonging to the personal situation because it was written for readers' interest and pleasure. The Macondo unit in PISA is introduced with a brief paragraph to orientate the reader: "The passage on the opposite page is from a novel. In this part of the story, the railway and electricity have just been introduced to the fictional town of Macondo, and the first cinema has opened." The people's reaction to the cinema is the focus of the passage. While the historical and geographical setting of the extract is exotic for most readers, going to the movies is within the experience of 15-year-olds, and the characters' responses are at the same time intriguing and humanly familiar. Within the continuous text format category, Macondo is an example of narrative writing in that it shows, in a manner typical of this text type, why characters in stories behave as they do. It records actions and events from the point of view of subjective impressions.

Question 1: MACONDO

What feature of the movies caused the people of Macondo to become angry?

....

....

....

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Infer a reason for characters' behaviour
Item format	Open constructed response

CODING GUIDE

Code 2: Refers to the fictional nature of movies or more specifically to actors reappearing after they have "died". May quote directly from the third sentence ("…a character who had died and was buried in one film, and for whose misfortune tears of affliction had been shed, would reappear alive and transformed into an Arab in the next one …") or the last phrase ("the acted-out misfortunes of imaginary beings.").

- People who they think have died came back to life.
- They expected the films to be true and they aren't.
- They think that the man in the film has pretended to die, and that they are being taken for fools.
- A character who had died and was buried in one film would reappear alive in the next one.
- They don't understand that the films are fiction.
- Because actors whose characters had died in the previous film returned as new characters in the next film. The audience felt they were being robbed of their emotions. [Elements of both 2 and 1.]
- They thought they had enough problems of their own without watching pretend people act out problems. [Clear understanding of the part "fiction" plays in the people's anger, though has taken it a stage further.]
- Because one of the actors was buried in the film and he came back as an Arab. [Marginal: very specific.]

Partial credit

Code 1: Refers to fraud or trickery, or to the audience's thwarted expectations. May quote directly "that outlandish fraud" or "the victims of some new and showy gypsy business".

- They think they are being defrauded.
- Because they feel they have wasted their emotions for nothing.
- They felt they had been the victims of some new and showy gypsy business.
- They would not tolerate that outlandish fraud.
- Because they paid 2 centavos apiece for that outlandish fraud they could not tolerate. [Partly direct quotation from lines 9-10; not specific reference to the nature of the fraud.]
- Because they were unaware of the workings of it. [Take as a way of saying "fraud" (general).]

No credit

Code 0: Gives insufficient or vague answer.

- They were angry with Bruno Crespi.
- They didn't like the films.
- They want to get their money back.

- They thought they had been victims.
- They were violent.
- They were stupid.
- They are expressing their feelings.
- They paid 2 centavos and didn't get what they wanted. *["What they wanted" is too vague.]*

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- They felt they shouldn't be bothered with other people's problems. *[Wrong: the people DID want to be bothered with REAL people's problems.]*
- It's the only way they have of protesting at wasting their money.
- They were angry because they had to see a person that was dead and buried. *[The quoted section gives the sense of "they did not like seeing dead people in films" – incorrect interpretation.]*

Code 9:   Missing.

The text positions the reader at a distance – albeit a sympathetic distance – from the people of Macondo. To gain full credit for this item, it is necessary to stand outside the text and recognise the difficulty these unsophisticated villagers have in coming to grips with the difference between fiction and real life. For most modern readers, this difficulty would seem unusual, and contrary to expectations. Just over half of the students in the field trial were able to demonstrate that they could develop this interpretation. The partial credit response requires a less challenging imaginative act on the reader's part: understanding that people get angry if they feel that they are being tricked is, for most people, quite easy to imagine. This kind of answer gains partial credit because it is not wrong – but it only tells part of the story. Although a relatively small percentage of students in the field trial gave this kind of response, their overall reading ability was substantially lower than that of those who gained full credit.

Question 3: MACONDO

At the end of the passage, why did the people of Macondo decide not to return to the movies?

A.   They wanted amusement and distraction, but found that the movies were realistic and depressing.

B.   They could not afford the ticket prices.

C.   They wanted to save their emotions for real-life occasions.

D.   They were seeking emotional involvement, but found the movies boring, unconvincing and of poor quality.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Infer motives for characters' actions
Item format	Multiple choice

CODING GUIDE

Full credit

Code 1:   C. They wanted to save their emotions for real-life occasions.

No credit

Code 0:   Other.

Code 9:   Missing.

This task requires integrating and interpreting to form a broad understanding. In order to gain credit, students need to synthesise elements across the text to identify the reason that the characters in the story behaved as they did at the end. In selecting alternative C, they must reject some reasons that could plausibly explain why people might decide not to go the movies, represented by distractors that are based on preconceptions rather than on the text.

Question 4: MACONDO

Who are the "imaginary beings" referred to in the last line of the passage?

    A.   Ghosts.

    B.   Fairground inventions.

    C.   Characters in the movies.

    D.   Actors.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Interpret a referent when the antecedent is implied rather than stated
Item format	Multiple choice

CODING GUIDE

Full credit

Code 1:   C. Characters in the movies.

No credit

Code 0:   Other.

Code 9:   Missing.

To gain credit for this item, students need to follow a chain of references that begins about one-third of the way into the passage. Almost three quarters of the students who took part in the field trial were able to identify the "imaginary beings" with the characters who are first referred to as "living images". The need to make connections across the text explains the item's classification in the integrate and interpret aspect category. Most of those who did not select the correct alternative chose option D, apparently confusing the fictional with the real.

Question 5: MACONDO

Do you agree with the final judgement of the people of Macondo about the value of the movies? Explain your answer by comparing your attitude to the movies with theirs.

....

....

....

....

....

....

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Compare characters' attitudes with personal knowledge and experience
Item format	Multiple choice

CODING GUIDE

Full credit

Code 1: Refers to attitudes to "realism" and/or emotional involvement in the movies. Answer must be consistent with the idea that the people of Macondo are looking for realism in the movies. Comparison between Macondo and personal experience/attitude may be implied or stated.

- Once you realise it's not real you can just use the cinema for escapism. There's no need to get so involved in the lives of the characters.
- Yes, I agree, there's enough suffering in the world without making it up.
- No, people understand that when you go to the movies what happens on the screen isn't real.
- Unlike the Macondo people, I can cry my eyes out during the film, but I forget about it when I leave the cinema.
- I agree with them. Why do people want to upset themselves about movies? That's why I'm doing science, because it's about fact not fantasy.
- I enjoy the movies because it makes me focus on other people's problems and not mine.
- It depends. If the film is rubbish I feel like walking out, but if it's good you are caught up in it and don't mind that it's not true.
- No, I enjoy movies for entertainment.
- Yes the movies are just made up. It's way better when you see people acting things out live.
- No, in movies events are usually exaggerated.
- I do not agree with their reactions because movies are a form of entertainment and are not to be taken too seriously. However the people of Macondo do not know any better and so I understand how they would feel.

OR: Refers to social, historical or cultural context, for example in terms of comparative familiarity with technology, changes in social experience. Answer must be consistent with the idea that the people of Macondo are looking for realism in the movies. Comparison between Macondo and personal experience/attitude may be implied or stated.

- The people of Macondo were primitive and reacted emotionally. I and most other people nowadays are more sophisticated.
- They started to watch the films from a wrong position. They didn't understand that this was not the news, but entertainment. From that point of view their reaction is understandable. Films are of course to be seen as entertainment. That is the point with them.
- People these days don't get upset by films.
- Yes, I would agree if I were one of them because they had never seen it before.

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No credit

Code 0:   Gives insufficient or vague answer.

- I'm like the people of Macondo because I often think that the movies are a waste of time.
- I love the movies. I can't understand their reaction.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer

- Yes, it seems the movies, rather than being relaxing and easy to watch, were realistic and emotional. Movies are a form of entertainment, a scape-goat and a way of forgetting the troubles of real-life for a laugh. The people of Macondo were disappointed because the movies they saw were not relaxing but rather quite full-on and they wanted something that would entertain them. [First two sentences by themselves are not relevant to the question. Last sentence indicates a misunderstanding of the text.]
- No, they should be more expensive and have cup holders, popcorn, frozen coke and lollies. The arm rests should lift up, footrests, surround sound. [Maybe a joke, but if not – a misreading of the text.]
- These days there are laws against damaging property in cinemas. [Answer focuses on behaviour rather than attitude.]
- We have better cinemas now. [Irrelevant]
- Yes because the movie wasn't very good and would have made them nervous. [Misunderstood the question.]

Code 9:   Missing.

This is a good example of a reflect and evaluate item that asks readers to draw on their own experience and ideas and compare them with those provided in the text. To gain credit for this item students must assess the views attributed to the people of Macondo against their own knowledge of the world, providing some evidence that they have an understanding of what is said and intended in the text. While this kind of item does not demand critical evaluation in the sense of applying any kind of formal analysis or reasoning, it does require that readers engage with the narrative to the extent that they compare or contrast its content with personal beliefs. The coding guide indicates that contradictory responses can gain full credit as long as there is evidence of understanding of the issue in focus, and of their own reflection (for example, compare "Yes, I agree, there's enough suffering in the world without making it up" and "No, people understand that when you go to the movies what happens on the screen isn't real"). About half of the students in the field trial sample gained credit for this item.

PRINT READING UNIT 2

Library Map

EXIT

Reference → 999

Magazines

Magazines

Non-fiction
999
Non-fiction
900
Non-fiction
800
Non-fiction
700
Non-fiction
600
Non-ficti on
500
Non-fiction
400
Non-fiction
300
Non-fiction
200
Non-fiction
100
Non-fiction
000

Reference

Reference

000

Fiction

Fiction

Fiction

Newspapers

Other
languages

CD-ROM
and
PC Internet

Photocopiers

Teenage

TOILETS

EXIT

INFORMATION
DESK

Suggestion box

Returns

CIRCULATION
DESK

Talking
books

New books

Toys

ENTRANCE

EXIT

Junior

Picture books

The library map that forms the basis of this unit is an example of a kind of everyday non-continuous text that is often encountered in work, personal, public and educational settings. The context of this example is defined as public because the map relates to the activities of a community (a public library) and assumes anonymous contact with the reader. In terms of text type, the map is classified as description, since the information it contains refers to properties of objects in space and their relationship to one another.

Question 5: LIBRARY

For school you need to read a novel in French. On the map draw a circle around the section where you would be most likely to find a suitable book to borrow.

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that matches on one factor using low-level inference
Item format	Short response

CODING GUIDE

Full credit

Code 1:   Circles the words "other languages" or the lines (shelves) near the words.
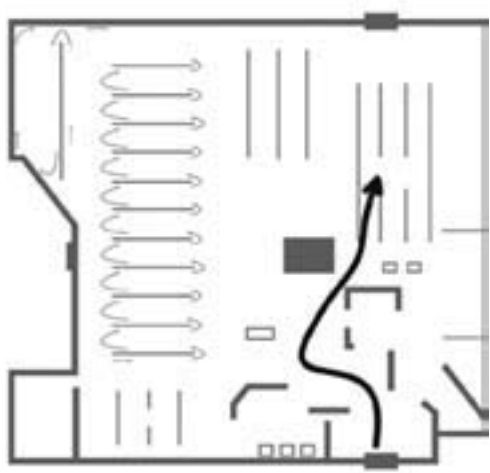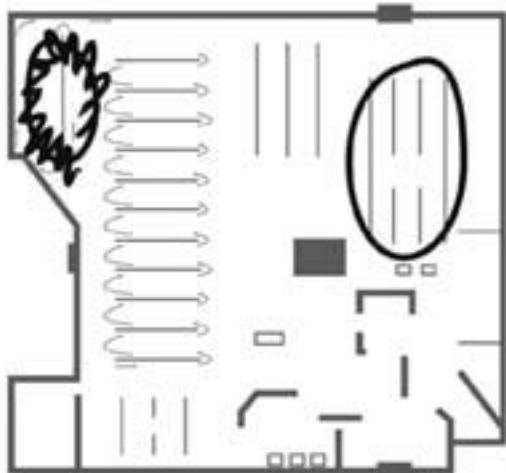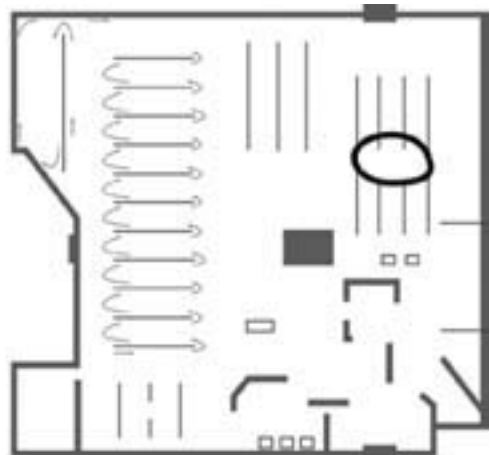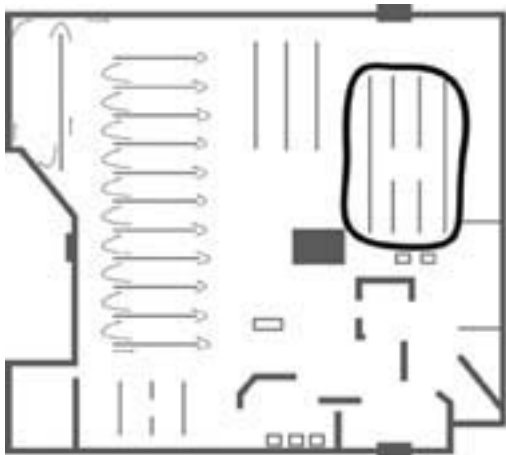
[Ignore crossed-out answer.]

No credit

Code 0:   Other, including circling which includes any other feature of the map completely.
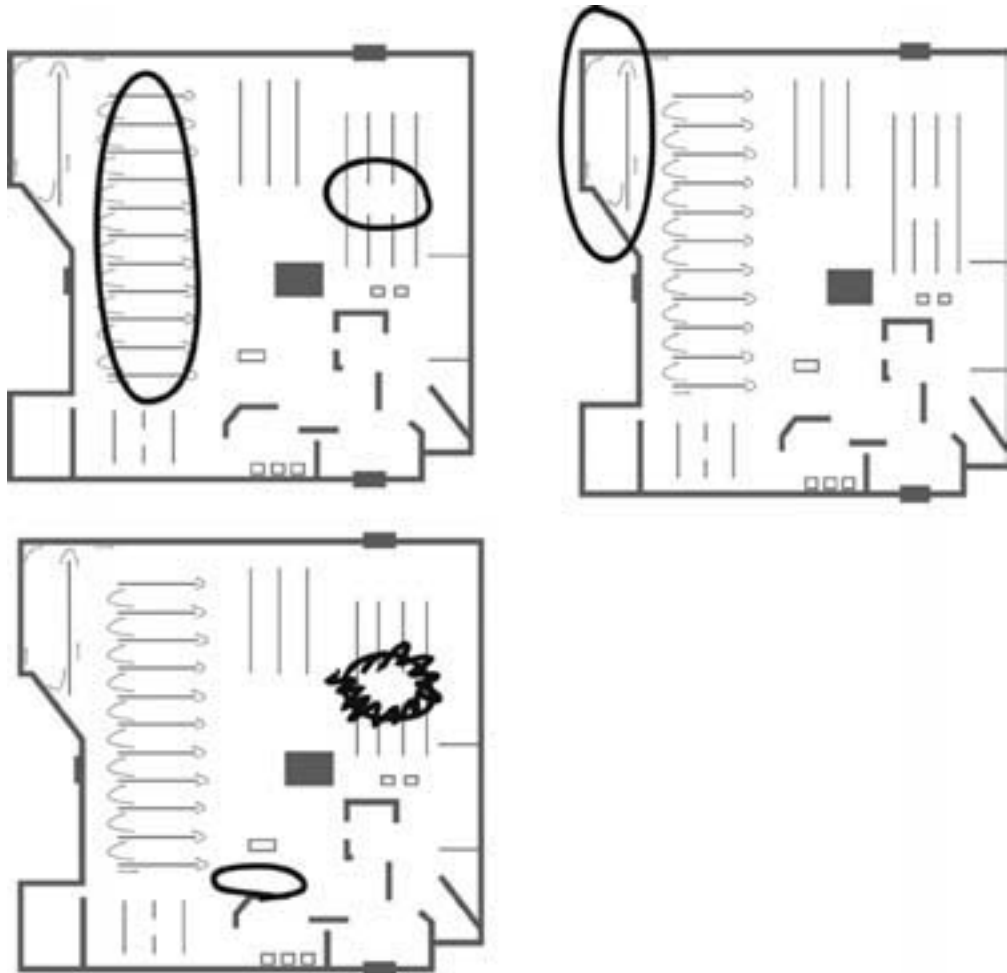
Code 9:   Missing.

This short response item requires that the reader search for, locate and select relevant information from the information space: in this case, a map. The required information is found in a single location rather than multiple locations, a factor that is likely to reduce difficulty. On the other hand, the match between the words in the task and the caption on the map is not literal: the reader must make an inference to categorise "French" as "Other languages". (A translation and adaptation note instructed that in national versions of the item the language referred to in the item should be a foreign language commonly taught in schools.) Nevertheless, this is a rather easy item, with more than four fifths of the students in the field trial able to identify the right section of the library. As indicated in the full credit examples provided with the coding guide, students could mark the text in a number of different ways to show their answer. Although the question specifies that a circle should be drawn to show the answer, the format of the response is not the critical criterion for awarding credit: what is critical is whether or not the response clearly meets the intent of the question – "locating information that matches on one factor using low-level inference".

Question 7A: LIBRARY

Where are *New books* located?

    A.   In the fiction section.

    B.   In the non-fiction section.

    C.   Near the entrance.

    D.   Near the information desk.

Library scoring 7a

Note: The correct answer is C: "Near the entrance". This question is for information only and will not independently contribute to the student's score. The answer is taken into account in assessing the response to Question 7B.

Question 7B: LIBRARY

Explain why this location might have been chosen for *New books*.

....

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about the location of a feature of a map drawing on personal knowledge and experience
Item format	Open constructed response

CODING GUIDE

Full credit

Code 2:   Answer to Part A correct. Gives an explanation which is consistent with the answer "near the entrance".

- People will see them as soon as they walk in.
- They are away from the other books, and people will find them easily.
- So people can look at them first. *[Implies recognition that the new books are near the entrance.]*
- So they are very visible.
- They are clearly visible and not hidden away among the bookshelves so that you have to search for them.
- You pass it on your way to fiction.

OR: *Answer to previous question Part A correct. Gives an explanation which shows understanding of the location of the new books in relation to a part of the library other than the entrance.*

- *It gives children a chance to play while adults look around. [Recognises that the new books are near the Toys section.]*
- *When people are returning books they will see the new ones.*

Partial credit

Code 1:   *Answer to Part A incorrect. Gives an explanation which is consistent with the answer given for previous question.*

- *[Answer to Part A: In the fiction section.] Because this is the part of the library that most people would be using, so they would notice the new books.*
- *[Answer to Part A: Near the information desk.] Because they are next to the Information Desk, the librarian can answer questions about them.*

No credit

Code 0:   *Gives insufficient or vague explanation regardless of whether answer to Part A is correct or incorrect.*

- *Because it's the best place.*
- *They are near the entrance too. [States where the new books are, without offering explanation.]*
- *The New books are near the suggestion box. [States where the new books are, without offering explanation.]*

OR: *Shows inaccurate comprehension of the material or gives an implausible or irrelevant explanation, regardless of whether answer to Part A is correct or incorrect.*

- *So people would notice them when they were looking at the newspapers. [Inaccurate–implies that new books are near the newspapers.]*
- *Because there is nowhere else to put them. [implausible]*
- *Some people like to read new books. [Answer is irrelevant to question.]*
- *[Answer to Part A: In the fiction section.] So that they are easy to find. [answer irrelevant to answer given for Part A]*

Code 9:   *Missing.*

The coding rules for this task are somewhat complicated. Students are asked two questions – one multiple-choice and one constructed response – but only the second of these is coded directly. As this task contributes to the Reflect and evaluate scale, the multiple-choice component, which predominantly requires retrieval of information, does not earn any credit on its own. However, the multiple-choice question is taken into account in the coding of the second, constructed response question.

To gain full credit, the response must include both accurate reading of the map (locating the New books near to the entrance) and a hypothesis about the reason for locating the New books in that position. To make such an hypothesis, readers need to consult their own experience or knowledge – in this case about the way libraries work and the way they are used by the public. In the PISA context, the outside knowledge required is intended to be within the expected range of 15-year-olds' experiences.

Students receive only partial credit if they have failed to correctly locate the New books on the map, but have given a plausible hypothesis about the reason for locating New books in a particular position. Like the full credit responses, this kind of response fulfils the intent of reflecting on content that is the main thrust of this task.

This was an easy item, with over four fifths of the students in the field trial gaining full credit.

PRINT READING UNIT 3

Student Opinions

There are so many people out there dying from hunger and disease, yet we are more concerned about future advancements. We are leaving these people behind as we attempt to forget and move on. Billions of dollars are poured into space research by large companies each year. If the money spent on space exploration was used to benefit the needy and not the greedy, the suffering of millions of people could be alleviated.

Ana

The challenge of exploring space is a source of inspiration for many people. For thousands of years we have been dreaming of the heavens, longing to reach out and touch the stars, longing to communicate with something we only imagine could exist, longing to know... Are we alone?

Space exploration is a metaphor for learning, and learning is what drives our world. While realists continue to remind us of our current problems, dreamers stretch our minds. It is the dreamers' visions, hopes and desires that will lead us into the future.

Beatrice

We ruin rain forests because there is oil under them, put mines in sacred ground for the sake of uranium. Would we also ruin another planet for the sake of an answer to problems of our own making? Of course!

Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment. Human beings will continue to feel at liberty to abuse natural resources like rivers and rain forests if we know there is always another planet around the corner waiting to be exploited.

We have done enough damage on Earth. We should leave outer space alone.

Dieter

The earth's resources are quickly dying out. The earth's population is increasing at a dramatic rate. Life cannot be sustained if we continue to live in such a way. Pollution has caused a hole in the ozone layer. Fertile lands are running out and soon our food resources will diminish. Already there are cases of famine and disease caused by over-population.

Space is a vast empty region which we can use to our benefit. By supporting exploration into space, one day we may find a planet that we can live on. At the moment this seems unimaginable, but the notion of space travel was once thought of as impossible. Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view. We must learn to think not only for this generation but for the generations to come.

Felix

To ignore what the exploration of space has to offer would be a great loss to all mankind. The possibilities of gaining a greater understanding of the universe and its beginnings are too valuable to waste. The study of other celestial bodies has already increased our understanding of our environmental problems and the possible direction Earth could be heading in if we don't learn to manage our activities.

There are also indirect benefits of research into space travel. The creation of laser technology and other medical treatments can be attributed to space research. Substances such as teflon have come out of mankind's quest to travel into space. Thus new technologies created for space research can have immediate benefits for everyone.

Kate

The stimulus for the unit Student Opinions consists of five short argumentative texts that offer opinions about space research. Because it is based on writing by students in their final year of school, the text is classified as educational in terms of situation. All of the short pieces that make up the stimulus for this unit are continuous, but as they were generated independently, and are juxtaposed for the purposes of the assessment, the format category is multiple texts. The stimulus is classified as argumentation, as the texts set forth propositions and attempt to persuade the reader to a point of view.

Question 1: STUDENT OPINIONS

Which of the following questions do the students seem to be responding to?

    A.   What is the major problem facing the world today?

    B.   Are you in favour of space exploration?

    C.   Do you believe in life beyond our planet?

    D.   What recent advances have there been in space research?

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Identify a common theme across several short texts
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   B. Are you in favour of space exploration?

No Credit

Code 0:   Other responses.

Code 9:   Missing.

Like many Forming a broad understanding items, this item requires the student to focus on more than one part of the text – deducing the theme by recognising a particular category of information implied in each of the five short texts. Students need to select a question from the four alternatives offered that applies to all five texts. Such a task indicates whether the student can distinguish key ideas and generalise. Less than two-thirds of the students gained credit for this item. Many of those who did not select the correct alternative opted for the first distractor, "What is the major problem facing the world today?" One reason for this may be that it plausibly applies to the first of the texts; and perhaps also it represents a kind of "stock issue" that students might expect to see, rather than the issue that all the texts are actually responding to.

Question 3: STUDENT OPINIONS

Which one of the writers **most directly** contradicts Felix's argument?

    A.   Dieter.

    B.   Ana.

    C.   Kate.

    D.   Beatrice.

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Recognising a counter-argument
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   A. Dieter

No Credit

Code 0:   Other responses.

Code 9:   Missing.

The difficulty of this item – with less than one-third of the students in the field trial selecting the correct alternative – can be attributed to several factors. Firstly, it requires identifying a contrast, a skill that has been established empirically as intrinsically more difficult than finding a point of similarity. Secondly, there are no explicit markers (such as "for" and "against") showing that contrary views are being expressed; the reader must infer the relationships. An added difficulty is that the comparisons and contrasts with Felix's opinion must be made several times, with each of the other four student opinions. Further, the basis of the contradiction is un-stated. Students need to generate their own categories for comparison, which in this case are not just opposing views about the merits of space research but also the grounds for the opinions: while both Ana and Dieter argue, in contrast to Felix, that space research is a bad idea, only Dieter directly contradicts Felix's view that the reason to pursue space research is to deal with the problem of diminishing resources on earth.

Question 6: STUDENT OPINIONS

Thinking about the main ideas presented by the five students, which student do you agree with most strongly?

Student's name: ....

Using your own words, explain your choice by referring to your own opinion **and** the main ideas presented by the student.

....

....

....

....

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Assess claims made in a text against personal knowledge and values
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1:   Shows accurate comprehension of the chosen student's position regarding space exploration AND explains reason for agreeing with it. Must identify an argument or set of arguments which is unique to the chosen student (*e.g.* needs to do more than say whether the student is for or against space research). Must explicitly or implicitly refer to one of the main arguments of the chosen student, by:

(1) introducing own supporting argument (in this case the answer may also quote or closely paraphrase the text); AND/OR

(2) using own words to interpret or summarise the chosen student's argument.

Summaries of each student's main argument(s) follow:

Ana: Must state or imply that Ana is against space exploration and refer explicitly or implicitly to her argument that we should use resources to help humans (in need) rather than for space research.

- It is more important to help people on earth than to waste money on space technology. *[Uses own words to rephrase Ana's argument.]*

- Ana – I feel that we should take care of what is going on in our own world before we blow all our money on space exploration. I understand the importance of some exploration but I think disease and famine need to be helped out of this world first. *[Summarises Ana's argument in own words and adds own comment.]*

Beatrice: Must state or imply that Beatrice is in favour of space exploration and refer explicitly or implicitly to her argument that space research is a positive expression of human endeavour. May refer to Beatrice's concern for taking a long-term view but must explicitly or implicitly distinguish her position from Felix's.

- Beatrice – "Space exploration is a metaphor for learning". I think it does not harm to widen our horizon. *[Quotes from passage and adds own supporting argument in the second sentence.]*

Dieter: Must state or imply that Dieter is against space exploration and refer explicitly or implicitly to his argument that space exploration is connected with environmental damage OR that humans will damage space if they have a chance OR that exploring space encourages us to do more damage to Earth. Accept answers which suggest that Dieter's priority is to improve Earth's environment OR that we need to change ourselves or our attitudes.

- Dieter – I agree with him because he is concerned with the environment and he thinks that we should leave outer space alone. *[Uses own words to summarise a main part of Dieter's argument.]*
- Dieter: Dieter says that we should stop wrecking the environment. I think this is the most important question facing our planet. *[Summarises one of Dieter's main points and adds supporting comment. Shows implicit understanding of Dieter's position on space research.]*

Felix: Must state or imply that Felix is in favour of space exploration and refer explicitly or implicitly to his argument that humans need to find another planet to live on AND/OR that life on earth cannot be sustained. May refer to Felix's concern about the environment but must explicitly or implicitly distinguish his position from Dieter's. May refer to his concern that we take a long-term view but must explicitly or implicitly distinguish his position from Beatrice's.

- Felix: I agree with Felix because unless we are willing to face extinction, there is no other place to go after we have wrecked the earth. *[Rephrases one of Felix's main arguments.]*

Kate: Must state or imply that Kate is in favour of space exploration and refer explicitly or implicitly to her argument that space exploration leads to an increase in knowledge AND/OR we can apply what we learn from space exploration to other things.

- Kate: We are expanding our knowledge all the time in different ways because of space research. *[Summarises Kate's main argument.]*

No Credit

Code 0: Gives insufficient or vague answer or focuses on a (trivial) detail of the argument.

- Ana: We should not leave people behind as we attempt to forget and move on. *[Does not go beyond close paraphrase.]*
- Ana: I agree with Ana because the money spent on space research should be used to benefit those in need. *[Does not go beyond close paraphrase.]*
- Kate: Because she gives the best arguments. *[Vague]*
- Felix: Felix says that life cannot be sustained on earth, so we need to find another planet to live on. *[Does not go beyond close paraphrase.]*
- Felix – the coolest. *[Vague answer.]*
- Ana – her article is true and it is right. *[Gives no account of main ideas of argument.]*
- Felix because the hole in the ozone layer is a serious problem. *[Focuses on a detail of the argument.]*
- Felix – he is really concerned about the environment. And he is a cool guy who respects nature. *[Does not distinguish Felix's position from Dieter's: they are both concerned about the environment.]*
- Beatrice because I agree that exploring space is important for our future. *[Does not distinguish Beatrice's position from Felix's: they are both in favour of space research and both refer to a long-term view.]*

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OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- Beatrice: The human race will not be able to survive on planet earth much longer, so we need to move somewhere else. *[Inaccurate account of Beatrice's argument.]*

- Kate – she is right because earth will soon run out of resources and then what will we do? *[Inaccurate summary of Kate's argument (seems to confuse it with Felix's).]*

- Challenge – I like challenges over all. *[Irrelevant answer.]*

Code 9:   Missing

This task requires students to draw on their own knowledge and beliefs to evaluate the arguments put forward by the writers, comparing the substance rather than the form of the texts. In the five-aspect categorisation, this task is therefore classified as reflecting on the content of a text. In order to gain credit for this item, students needed to demonstrate implicitly or explicitly that they understood the main thrust of the argument advanced by their chosen writer, as well as justifying their position, either by introducing their own supporting argument or by summarising or interpreting the argument by the writer.

Full credit was available regardless of which writer was nominated by the student, as long as the criteria outlined above were satisfied. Some typical answers that earned full credit were:

- Ana – I feel that we should take care of what is going on in our own world before we blow all our money on space exploration. I understand the importance of some exploration but I think disease and famine need to be helped out of this world first.

- Dieter – I agree with him because he is concerned with the environment and he thinks that we should leave outer space alone.

- Felix – I agree with Felix because unless we are willing to face extinction, there is no other place to go after we have wrecked the earth.

Answers that were not given credit often quoted from one of the texts without addition, whereas the task directed students to use their own words. Other responses that gained no credit were vague, or offered a general opinion without substantiating it with reference to one of the texts (for example, "Dieter. Let's look at the realities").

Question 7: STUDENT OPINIONS

Some statements are matters of opinion, based on the ideas and values of the writer. Some statements are matters of fact, which may be tested objectively and are either correct or incorrect.

Draw a circle around "matter of opinion" or "matter of fact" next to each of the quotations from the students' writing listed below.

The first one has been done for you.

Quotation from students' writing	Matter of opinion or matter of fact?
"Pollution has caused a hole in the ozone layer." (Felix)	Matter of opinion / (Matter of fact)
"Billions of dollars are poured into space research by large companies each year." (Ana)	Matter of opinion / Matter of fact
"Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment." (Dieter)	Matter of opinion / Matter of fact
"Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view." (Felix)	Matter of opinion / Matter of fact

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Reflect and evaluate: Reflect on and evaluate the form of a text
Question intent	Distinguish fact from opinion
Item format	Complex multiple choice

CODING GUIDE

Quotation from students' writing	Matter of opinion or matter of fact?
"Pollution has caused a hole in the ozone layer." (Felix)	Matter of fact
"Billions of dollars are poured into space research by large companies each year." (Ana)	Matter of fact
"Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment." (Dieter)	Matter of opinion
"Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view." (Felix)	Matter of opinion

Full Credit

Code 1:   3 correct.

No Credit

Code 0:   2 or fewer correct.

Code 9:   Missing.

The ability to distinguish between fact and opinion is an important critical faculty that individuals need to draw on every day in their capacity as citizens and consumers – the more so as the texts that we encounter in both the print and electronic media grow in number and sophistication. This task is designed to assess students' proficiency in this skill, but in a structured format that provides a good deal of support. Firstly, the challenge of the task is constrained by limiting the evaluation to short, clearly identified parts of the five texts. Two of the texts, moreover, contain terms that are clearly recognisable as markers of opinion: "dangerous belief" and "short-term view". Finally, support for each fact/opinion decision is provided through the inclusion of definitions of "matters of opinion" and "matters of fact" in the stem of the question. With this scaffolding, just under three-quarters of the students in the field trial sample were able to categorise correctly all three of the quotations listed in the table.

Supermarket Notice

Peanut Allergy Alert
Lemon Cream Biscuits

Date of alert: 04 February

Manufacturer's Name: Fine Foods Ltd

Product Information: 125g Lemon Cream Biscuits (Best before 18 June and Best before 01 July)

Details: Some biscuits in these batches may contain pieces of peanut, which are not included in the ingredient list. People with an allergy to peanuts should not eat these biscuits.

Consumer action: If you have bought these biscuits you may return the product to the place of purchase for a full refund.
Or call 1800 034 241 for further information.

This public notice consists of a very short text that has an everyday function: to warn about the possible danger of a product to consumers and to give advice to return the product for a refund. While the formatting of the stimulus reflects the international standard for product recall notices, many students may not have seen this kind of notice. Nevertheless, the content of the warning is clearly set out and a minimum number of words is used. Lemon biscuits were chosen as the product because of their familiarity and likely appeal. In developing very short easy items, the test developers sought to use simple pieces of stimulus with familiar content. This was not only to make the cognitive load of the items lighter, but also to present texts that were unlikely to intimidate students with low reading proficiency, since such readers can easily be discouraged from even attempting to read something that they believe looks too hard or too long. The text format classification of the supermarket notice is non-continuous, as it consists of a list of described features. In terms of text type, the notice is instructional: it provides directions on what to do if you have bought the product.

Question 2: SUPERMARKET NOTICE

What is the purpose of this notice?

      A.   To advertise Lemon Cream Biscuits.

      B.   To tell people when the biscuits were made.

      C.   To warn people about the biscuits.

      D.   To explain where to buy Lemon Cream Biscuits.

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Recognise the main idea of a short text by combining adjacent pieces of information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. To warn people about the biscuits.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

To answer this question correctly, students must form a global understanding of the text to recognise its overall purpose. In particular, to reject distractors A and D, students must recognise that although the text is about a particular product, it is not an advertisement, but a warning. This item was easy. The easiness of this item comes in part from the fact that the whole text is very short.

Question 3: SUPERMARKET NOTICE

What is the name of the company that made the biscuits?

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Access and retrieve: Retrieve information
Question intent	Locate a synonymous match in a short text
Item format	Closed constructed response

CODING GUIDE

Full Credit

Code 1:   Fine Foods Ltd

No Credit

Code 0:   Other responses.

Code 9:   Missing.

To answer this question successfully the student needs to locate a single explicitly stated piece of information in the text, using a synonymous match between the task direction and the text (company / manufacturer). The fact that the whole text is very short, and that the needed information is near the beginning of the text, adds to the easiness of the task. The response format for the task is described as closed constructed response, since only one answer (with a small range of variants: Fine Foods or Fine Foods Ltd.) is given full credit.

Question 5: SUPERMARKET NOTICE

What would **you** do if you had bought these biscuits?

....

Why would you do this?

Use information from the text to support your answer.

....

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about a personal course of action in response to the information in a text
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1: 5A: Provides a response that is consistent with an understanding that the biscuits may be returned with a refund. May refer to eating the biscuits, not eating the biscuits, returning them or getting rid of them in some other way AND

5B: Gives an explanation consistent with the text and the response in 5A. Must be consistent with the idea that the peanuts pose a potential threat.

- (5A)

   Ask for my money back.

   (5B)

   It tells me to.

   I'm allergic to peanuts.

   They did something wrong.

   There might be something (else) wrong.

   I don't like peanuts.

- (5A)

   Throw them away.

   (5B)

   I'm allergic to peanuts.

   There might be something wrong.

- (5A)

   Eat them.

   (5B)

   Peanuts won't harm me .

   I'm not allergic to peanuts.

   I like peanuts.

- (5A)

   Give them to my classmate,

- (5B)

   She's not allergic to peanuts.

- (5A)

   Nothing.

   (5B)

   I'm not allergic to peanuts.

   I can't be bothered to go back to the shop.

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5A: Quotes from or paraphrases an appropriate section of the text without further explanation (implying that the text tells you what to do and that no further explanation is required).

5B: No response.

- (5A) Return the product to the place of purchase for a full refund. Or call 1800 034 241 for further information.
  (5B) (no response)

- (5A) Return the product to the place of purchase for a full refund.
  (5B) (no response)

- (5A) Call 1800 034 241 for further information.
  (5B) (no response)

- (5A) Call the number for more information.
  (5B) (no response)

5A: <u>No response</u> AND 5B: Gives explanation for taking no action. Must be consistent with the idea that the peanuts pose a potential threat.

- (5A) (no response)
  (5B) I'm not allergic to peanuts.

- (5A) (no response)
  (5B) I can't be bothered to go back to the shop.

No Credit

Code 0:   Gives an insufficient or vague response.

- (5A) I don't know
  (5B) they might have peanuts

- (5A) eat them
  (5B) there might be peanuts

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- (5A) (no response)
  (5B) check them for nuts.

- (5A) eat them.
  (5B) they look good enough to eat.

- (5A) give them to someone.
  (5B) it doesn't matter.

- (5A) (no response)
  (5B) I'm allergic to peanuts.

- (5A) (no response)
  (5B) peanuts can be dangerous.

- (5A) throw them away.
  (5B) They're past their Best before date.

Code 9:   Missing.

This question requires students to hypothesise about their likely personal response to the information in the text. Since the question requires a judgement based on personal preferences, or likely behaviours, the question is classified as reflect and evaluate. The coding guide indicates that a wide range of responses can receive full credit, so long as the response is consistent with two central ideas of the text: firstly, that it is possible to return the biscuits, and secondly that the biscuits pose a potential threat. The item is easy, with over four-fifths of the field trial respondents gaining full credit. The easiness of the item can be explained in part by the low level of reflection to be done: no specialised knowledge is required in order to explain a personal preference about a course of action regarding the familiar topic of food.

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Question 6: SUPERMARKET NOTICE

Why does the notice include "Best before" dates?

....

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Integrate and interpret: Develop an interpretation
Question Intent	Identify the purpose of a conventional feature included in a short text
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1:   Refers to the fact that the Best before dates identify the batches of biscuits that are affected.

- to identify the batch(es).
- so you know which packets have peanuts.

No Credit

Code 0:   Refers to when the biscuits should be eaten.

- because that's when you eat them.
- to tell you when to eat the biscuits.
- so you don't keep them too long.
- to tell you when they expire.

Gives an insufficient or vague response.

- it's the date.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- so you know when the notice is irrelevant.

Code 9:   Missing.

This question was answered correctly by less than one-third of students. Given the shortness and simplicity of the text, this illustrates the fact that the characteristics of a text only partly explain the difficulty of an item. The question requires students to identify the purpose of a specified part of the text, namely, the "best before dates". The difficulty of the item comes from the fact that students must focus on the purpose of the feature **in this particular text**. Students who answer by giving the usual purpose of this feature (that is, to tell the consumer when the product should be used by) do not receive credit for this item. In this respect the full credit response is contrary to expectations, an established marker of item difficulty.

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PRINT READING UNIT 5

The Motorcycle

Have you ever woken up feeling that something was wrong?

It was a day like that for me.

I sat up in bed.

A little later I opened the curtains.

It was terrible weather – the rain was pouring down.

Then I looked down into the yard.

Yes! There it was – the motorcycle.

It was just as wrecked as last night.

And my leg was starting to hurt.

Like the Supermarket Notice, this short, self-contained story was included in order to target students with low reading proficiency. Both the topic and the shortness of this text contribute to its likely appeal. The items that relate to this text focus on the interpretation both of specific parts of the text, and of the overall action of the text (a motorcycle accident and its aftermath), which although strongly implied, is never directly stated. As with all narrative texts, this piece is classified as personal in terms of situation, and as continuous in text format. All items relating to this text functioned well in the field trial. The text was not chosen for inclusion in the main survey because the narrative text type was already well covered by other pieces.

Question 1: THE MOTORCYCLE

Something had happened to the person in the story the night before. What was it?

A.   The bad weather had damaged the motorcycle.

B.   The bad weather had stopped the person from going outside.

C.   The person had bought a new motorcycle.

D.   The person had been in a motorcycle accident.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Infer prior events using information in a short story
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: D. The person had been in a motorcycle accident.

No Credit

Code 0: Other responses.

Code 9: Missing.

All three items relating to this text were easy, and this item was the easiest. The item requires students to make an inference about events that happened before the time of the story by using the information that is given in the story. The item stem gives a general statement: students are not directed to the part of the story containing the critical information (the final two lines). However, the fact that the whole text is very short makes it easier for students to locate the information relevant to the task. Having located the relevant information, matching the words "motorcycle", "wrecked" and "hurt" in the text to "motorcycle accident" in the response, is a simple inference.

Question 2: THE MOTORCYCLE

"It was a day like that for me."

What kind of day did this turn out to be?

A. A good day.

B. A bad day.

C. An exciting day.

D. A boring day.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Relate a descriptive phrase to events implied in a very short story
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: B. A bad day.

No Credit

Code 0: Other responses.

Code 9: Missing.

This item was very easy. The item requires students to use their understanding of the whole story to interpret the descriptive phrase "It was a day like that for me". Students who receive full credit for the item recognise that the event implicitly referred to in the story (a motorcycle accident) suggests a bad day. The three incorrect distractors were chosen with about equal frequency. Again, the overall shortness of the text contributes to the easiness of this item, making it accessible even to students of low proficiency.

Question 6: THE MOTORCYCLE

Why does the writer begin the story with a question?

     A.   Because the writer wants to know the answer.

     B.   To involve the reader in the story.

     C.   Because the question is hard to answer.

     D.   To remind the reader that this kind of experience is rare.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Reflect and evaluate: Reflect on and evaluate the form of a text
Question intent	Recognise the purpose of beginning a story with a rhetorical question
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: B. To involve the reader in the story.

No Credit

Code 0: Other responses.

Code 9: Missing.

The final item relating to this text was the hardest item in the set, but it was still easy, with over four-fifths of the trial test participants gaining full credit. The item requires students to reflect on the form of the text by recognising the author's purpose in beginning the story with a rhetorical question. To answer this question correctly, students must interpret the rhetorical question both as a literary device and in terms of its specific content. Distractors A and C outline two common purposes of rhetorical questions that are not the purpose of the device in this text. Distractor D relates the rhetorical question to the content of the text, but suggests a position that is opposite to that implied in the text: the story suggests that the kind of experience the writer is having is not rare, but common.

PRINT READING UNIT 6

Tall Buildings

"Tall buildings" is an article from a Norwegian magazine published in 2006.

Figure 1: Tall buildings of the world

Figure 1 shows the number of buildings of at least 30 storeys that have been built, or are under construction This includes buildings that have been proposed since January 2001.
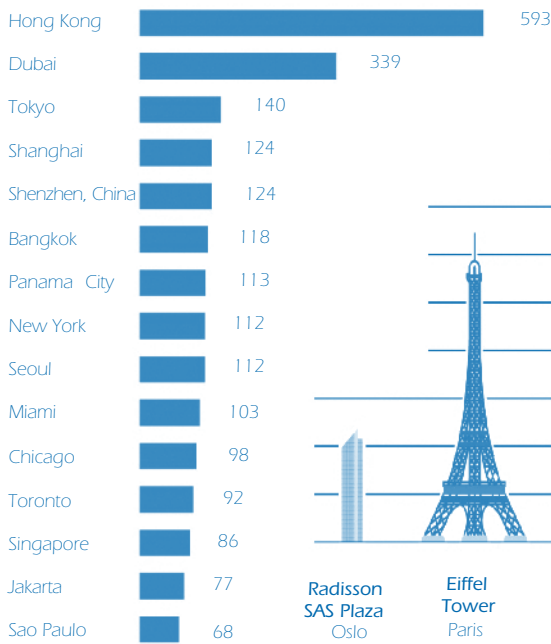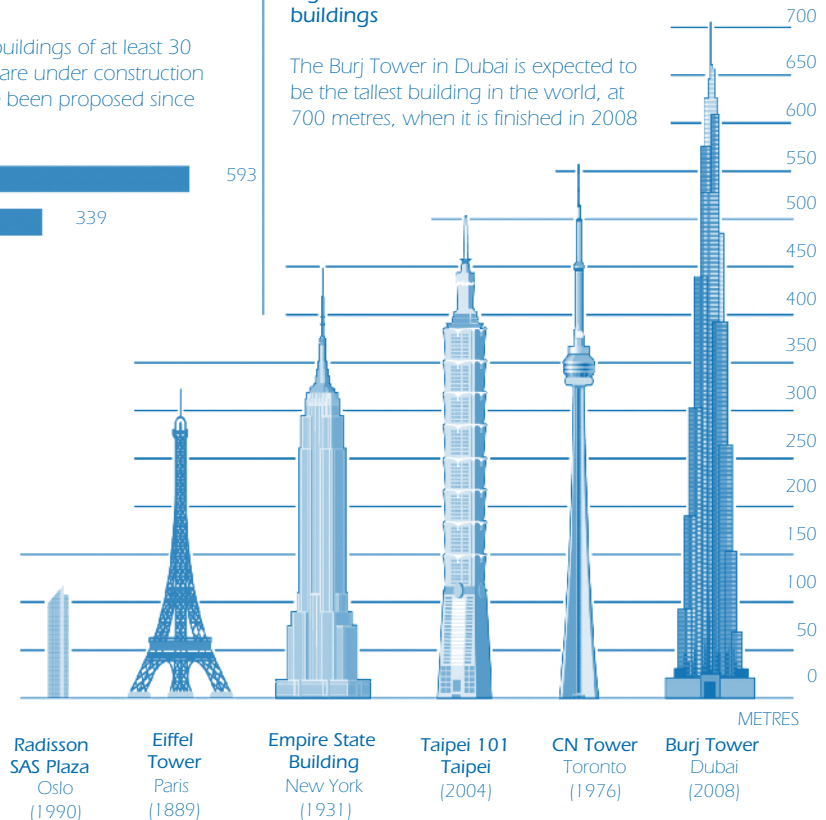
City	Count
Hong Kong	593
Dubai	339
Tokyo	140
Shanghai	124
Shenzhen, China	124
Bangkok	118
Panama City	113
New York	112
Seoul	112
Miami	103
Chicago	98
Toronto	92
Singapore	86
Jakarta	77
Sao Paulo	68

Figure 2: Some of the world's tallest buildings

The Burj Tower in Dubai is expected to be the tallest building in the world, at 700 metres, when it is finished in 2008

METRES

- Radisson SAS Plaza, Oslo (1990)
- Eiffel Tower, Paris (1889)
- Empire State Building, New York (1931)
- Taipei 101 Taipei (2004)
- CN Tower, Toronto (1976)
- Burj Tower, Dubai (2008)

This text juxtaposes two figures that are loosely related in terms of their content. Both figures are about tall buildings in the world: Figure 1 shows the number of tall buildings in various cities, proposed or already built, while Figure 2 shows some of the world's tallest buildings. Both Figure 1 and Figure 2 are graphs. Although each figure is introduced by a small piece of explanatory prose, the substantive information of this text is given in the two figures, making the overall text format non-continuous. The text type is description, while the situation of this text is educational, since it appeared in a magazine for students. The piece begins with a brief introduction explaining its context, both in terms of time (the piece was published in 2006) and place (the magazine is Norwegian). One of the reasons why this unit was not chosen for inclusion in the main survey was because of concerns about the ephemeral nature of the material: as more and more tall buildings are built in the world, the material will very quickly become out-dated.

Question 1: TALL BUILDINGS

When the magazine article was published, which of the buildings in Figure 2 was the tallest completed building?

....

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Non-continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a graph
Item format	Closed constructed response

CODING GUIDE

Full Credit

Code 1: The CN Tower.

No Credit

Code 0: Other responses.
- The Burj Tower.

Code 9: Missing.

This item was answered correctly by about two-thirds of students. The difficulty in this item comes from the need to integrate information from more than one place in the text. To receive credit, students must connect the information in the question ("when the magazine article was published" and "completed building") with the introduction to Figure 1. This introduction explains that, at the time of the article's publication, the Burj Tower was not yet complete, and so eliminates this apparently plausible option as a correct answer. Students could also arrive at the correct answer by relating the date in the introduction to the unit ("Tall buildings" is an article from a Norwegian magazine published in 2006) to the date given for "Burj Tower" in Figure 2 (2008) to eliminate this as a possible answer. Students who read only "tallest building" in the item stem, and answer by referring to the tallest building in Figure 2 (the Burj Tower), do not receive credit for this item.

Question 4: TALL BUILDINGS

What kind of information does Figure 1 provide?

    A.   A comparison of the heights of different buildings.

    B.   The total number of buildings in different cities.

    C.   The number of buildings above a certain height in various cities.

    D.   Information about styles of buildings in different cities.

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Non-continuous
Text type	Exposition
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Generalise about the type of information presented in a graph
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. The number of buildings above a certain height in various cities.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

Like the first item in this unit, this item was moderately difficult. It was answered correctly by about two-thirds of students. While the question stem specifically directs students to Figure 1, and the introduction to Figure 1 is a synonymous match with the key, C, about half of those who did not gain credit for the item selected alternative A, which relates to Figure 2.

Question 5: TALL BUILDINGS

The Radisson SAS Plaza in Oslo, Norway is only 117 metres tall. Why has it been included in Figure 2?

....

....

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Non-continuous
Text type	Exposition
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Recognise the influence of reader's perspective on the way a text is constructed
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   Refers to the fact that the article is from a Norwegian magazine or that the readers are likely to be Norwegian.

- It's from a Norwegian magazine.
- It's written for people in Norway, so it's to give them a sense of perspective.
- To show the people in Norway that they really don't have very tall buildings!

Refers to the SAS Plaza being a point of reference or comparison without referring to Norwegian readers.

- For comparison.
- To have a reference point.
- So you get an understanding of what the scale means.

No Credit

Code 0:   Gives an insufficient or vague response.

- 117 metres is still pretty tall.
- Because it is one of the tallest buildings in the world.
- It's 30 or more storeys high.
- It's the tallest building in Norway. [too vague – does not link with the audience of the text]
- Because it's Norwegian. [too vague – does not link with the audience of the text]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- It's the only one that's a hotel. [true, but not why it is included in this text]
- It's the only one without a spire. [true, but not why it is included in this text]

Code 9:   Missing.

This item was difficult. Only about one-quarter of students answered correctly. The coding guide outlines two kinds of answers that would each receive full credit. In the Field Trial, these two kinds of answers were given different codes, but the field trial data showed that there was little difference between the abilities of the groups of students who answered in these two different ways. Therefore if it had been included in the main survey selection, this item would have been coded with a single full credit code as shown here. Both kinds of full credit answer require student to recognise that the purpose for including a specified building in Figure 2 is to give a point of reference to the reader. In the first kind of full credit answer, students do this by relating the information in the introduction (that the article was published in a Norwegian magazine) to the author's decision to include the tallest building in Norway (the Radisson SAS Plaza) in Figure 2. In the second kind of full credit answer, the idea of perspective is expressed in general, rather than specific terms.

Question 9: TALL BUILDINGS

Suppose that information about tall buildings was presented again in an article like this in twenty years' time.

Listed below are two features of the original article. Show whether or not these features are likely to change in twenty years' time, by circling either "Yes" or "No" in the table below.

Feature of Article	Is it likely to change in twenty years?
The title of Figure 2.	Yes / No
The numbers of buildings shown in Figure 1.	Yes / No

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Non-continuous
Text type	Exposition
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Distinguish between structural features and content of a set of graphs
Item format	Complex multiple choice

CODING GUIDE

Full Credit

Code 1:   Both correct; No, Yes in that order.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

In this complex multiple-choice item, students are required to make a decision about two elements in the text, in each case choosing the correct response from two options. Students receive full credit only if the correct answer is identified for both elements. The item was easy, with nearly three-quarters of students receiving full credit. This item requires students to draw on their own knowledge and apply it to the text, and is therefore classified as reflect and evaluate. Students must decide whether each of the features listed is stable, or whether it would change over time. The first item in the list refers to part of the conceptual structure of the text. The second is about ephemeral content, the record of a point in time.

Democracy in Athens

PART A

Thucydides was a historian and military man who lived in the fifth century BC, during the Classical Greek period. He was born in Athens. During the Peloponnesian War (431 BC to 404 BC) between Athens and Sparta he was in command of a fleet whose mission was to protect the city of Amphipolis in Thrace. He failed to reach the city in time. It fell into the hands of Brasidas, the Spartan general, which forced Thucydides into a twenty-year exile. This granted him the opportunity of collecting detailed information from the two warring factions and the possibility of doing research for his work *History of the Peloponnesian War.*

Thucydides is regarded as one of the great historians of Ancient times. He focuses on natural causes and the behaviour of each individual rather than on fate or the intervention of divinities to explain the evolution of History. In his work, facts are not presented as mere anecdotes; rather, they are explained in an attempt to find out the reasons that led the main characters to act as they did. Thucydides' emphasis on the behaviour of individuals is why he sometimes introduces fictitious speeches: these help him explain the motivations of the historical characters.

PART B

Thucydides attributes to Pericles (fifth century BC), the Athenian ruler, the following speech in honour of the soldiers who fell in the first year of the Peloponnesian War.

Our system of government does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Our system is called democracy, since its administration depends on the many instead of the few. Our laws afford equal rights to all in their private affairs, whereas the prestige in public life depends on merit rather than on social class.

Social class does not prevent a person from holding any public position either (…). And, at the same time that we do not interfere in private affairs, we do not break the law as regards public matters. We give our obedience to those whom we put in positions of authority, and we obey the laws themselves, especially those which are for the protection of the oppressed, and those unwritten laws which it is an acknowledged shame to break.

Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry; while the many inhabitants of the city draw the produce of the world into Athens, so that to the Athenian the fruits of other countries are as familiar as those of his own.

Democracy in Athens consists of two fairly short but dense texts. The first is classified as expository, although the first paragraph if considered alone could better be described as narration, since it gives an account of when something happened, referring to a sequence of events in a person's life. However, in the context of the whole of Part A, the biographical paragraph serves as an introduction to the more substantial second paragraph, which places Thucydides in the context of ideas, describing his originality as an historian. Part A as a whole, then, provides an explanation of concepts or mental constructs, which is a marker of expository texts.

Part B presents a sample of one of the "fictitious speeches" written by Thucydides that are referred to in Part A. Part B is an argumentative text, words imagined as having been spoken by Pericles in a speech of political persuasion. Part of the challenge of reading the stimulus as a whole is understanding the relationship between the two texts: it is not stated explicitly but can be inferred from the last sentence of Part A and the introduction to Part B. Other features that make this stimulus likely to be relatively difficult for 15-year-olds are its remoteness from their everyday experience, the abstractness of the language and the formal register, particularly of the rendition of Thucydides' writing. On the other hand it is reasonable to suppose that most students at the end of their compulsory schooling are fairly familiar with history as a concept, and some notion – even if not necessarily articulated – of what democracy might be. This assumed background was judged to provide sufficient context for students to approach the Democracy in Athens material.

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Question 3: DEMOCRACY IN ATHENS

One purpose of the speech in Part B was to honour soldiers who fell in the first year of the Peloponnesian War.

What was ANOTHER purpose of this speech?

....

....

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Exposition
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Identify the purpose of an argumentative text by linking it to its context
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 2: Refers to (political) motivation attributed to Pericles. May refer to: persuading soldiers to continue the struggle; consoling the families of the dead; fostering pride in the citizens of Athens; or stressing the virtues of Athens compared to Sparta or other cities. Response must be plausible and consistent with the text.

- To make people proud of Athens.
- To promote democracy.
- To explain benefits of the Athenian democracy.
- Making people think Athens is still ok, despite the fact that they are in trouble right now.
- To reinforce positive thinking and positive attitudes.
- To rouse the people.
- To promote patriotism.
- To win the next election.
- To get more popular.
- To make people aggressive against Spartans.

Refers to Thucydides' purpose of understanding Pericles' motivation or way of thinking.

- To explain Pericles' motivation/psychology.
- To explain why he did what he did.

Partial Credit

Code 1: Response refers only to explaining how democracy works.

- To introduce democracy.
- To explain democracy to the people.

No Credit

Code 0: Gives an insufficient or vague response.

- To honour the dead soldiers. [Repeats stem.]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Athens was the subject of the speech. [purpose not mentioned]
- To make people laugh. [inaccurate]

Code 9:   Missing.

Question 4: DEMOCRACY IN ATHENS

Why was Thucydides forced into exile?

A.   He was unable to achieve victory for the Athenians at Amphipolis.

B.   He took over a fleet in Amphipolis.

C.   He collected information from the two warring factions.

D.   He deserted the Athenians to fight with the Spartans.

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a dense text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   A. He was unable to achieve victory for the Athenians at Amphipolis.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This item was moderately difficult. About two-thirds of students answered correctly. While the information required is explicitly stated, the match between the key "He was unable to achieve victory for the Athenians at Amphipolis" and the relevant part of the text is far from synonymous, and students must make connections within the text to retrieve it. To answer correctly, students need to understand both Thucydides' position within the Peloponnesian War (he was Athenian) and his mission during that conflict (to protect the city of Amphipolis). They must then establish the referent for "it" (It fell into the hands of Brasidas, the Spartan general, which forced Thucydides into a twenty-year exile) to identify the causal relationship between the events in the text. Another source of difficulty in this item lies in the fact that it relates to a dense text, containing complex ideas that are likely to be unfamiliar.

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This is coded as a partial credit item. To gain full credit, the response needs to identify the purpose of Pericles' speech by linking it to its context, which is partly provided in the expository text as well as more directly by the speech itself and by its introduction. The full credit response thus needs to be underpinned by a full and detailed understanding of both texts, and to use a high level of inference in an unfamiliar context, dealing with some ambiguity (about the authorship of the speech). Responses in this category refer to the political motivation attributed to Pericles, possibly by mentioning such purposes as persuading soldiers to continue the struggle; consoling the families of the dead; fostering pride in the citizens of Athens; or stressing the virtues of Athens compared to Sparta or other cities. Alternatively full credit answers could refer to the more abstract level of meaning implied in Part A: Thucydides' purpose of understanding Pericles' psychology or way of thinking. Full-credit answers do not need to be long or elaborate yet just over a quarter of responses in the field trial were in this category. About one-fifth of participants in the field trial were able to demonstrate a partial understanding of the text, indicating that its substantial content was about democracy but without registering the persuasive intent.

Question 5: DEMOCRACY IN ATHENS

Who wrote the speech in Part B? Refer to the text to support your answer.

....

....

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Exposition
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Recognise the relationship between two texts by integrating information provided
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1: Identifies Thucydides (explicitly or implicitly) as the author of the speech AND refers to Thucydides attributing the speech to Pericles. May paraphrase or quote the text directly.

- Thucydides. It says "Thucydides attributes to Pericles".
- Thucydides. "He sometimes introduces fictitious speeches: these help him explain the motivations of the historical characters."
- It tells you that Thucydides made up speeches for the people he was writing about.

No credit

Code 0: Identifies Thucydides as the author of the speech without explanation.

- Thucydides.
- A historian and military man.

Gives an insufficient or vague response.

- Somebody else. [too vague]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Pericles.
- He was writing in the Peloponnesian War.

Code 9:   Missing.

This item was very difficult. It was answered correctly by just under one-quarter of students. The answer is unambiguous when one integrates information from the two texts (Part A and Part B), so the text format for this item is multiple. The juxtaposition of the two texts makes it clear that the author of Pericles' speech is Thucydides. This may be deduced by linking the final part of Part A (which explains that Thucydides sometimes introduces fictitious speeches in his attempts to explain the motivations of historical characters) with the introduction to Part B (which begins "Thucydides attributes to Pericles…"). Alternatively, students may focus only on the introduction to Part B, inferring that "attributed" implies an invention (on Thucydides' part). An added difficulty of this task is that to receive credit, students must support their answer by referring to the text. The reference to the text may be in the form of direct quotation, paraphrase or generalisation.

Question 6: DEMOCRACY IN ATHENS

According to the text, what made Thucydides different from the other historians of his time?

    A.   He wrote about everyday people, not heroes.

    B.   He used anecdotes rather than mere facts.

    C.   He explained historical events by referring to their supernatural causes.

    D.   He focused on what made people act the way they did.

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a dense text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   D. He focused on what made people act the way they did.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This item was difficult. It was answered correctly by less than one-half of students. While the information required is explicitly stated, it is located in a dense text. A further source of difficulty is that the question does not explicitly direct students to the part of the text containing the answer. Students who answer correctly must locate the correct part of the text by matching "what made Thucydides different" in the stem with "He focuses on…rather than…" in the stimulus. When the correct part of the text is located, students can match "what made people act the way they did" in the item to any one of "behaviour of each individual", "reasons that led the main characters to act as they did" and "motivations of the historical characters" in the text.

Question 7: DEMOCRACY IN ATHENS

Look at this part of the text, from near the end of Part B:

"Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry."

Which of these sentences best summarises this part of the text?

    A.   The system of government in Athens allows any person to create laws.

    B.   Entertainment and beauty are part of the good life you can have in Athens.

    C.   Athenians live in too much luxury and cannot take life seriously.

    D.   Public and private life are seen as the same thing.

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Continuous
Text type	Argumentation
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Construe a sentence from an argumentative text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   B. Entertainment and beauty are part of the good life you can have in Athens.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This item was moderately difficult. It was answered correctly by less than two-thirds of students. In this item, students are required to interpret a part of the text that is quoted in full in the question stem. The difficulty in this item therefore lies purely in construing the text, since no retrieval of information is required. The part of the text to be interpreted is fairly long and complex, and contains several ideas. Students who answer correctly must negotiate multiple inferences, matching "elegance of our private places" in the text with "beauty" in the stem, as well as "pleasure of the mind" and "games" in the text with "entertainment" in the question.

PRINT READING UNIT 8

Destination Buenos Aires

And so the three mail planes from Patagonia,[1] Chile and Paraguay were returning from the South, the West and the North to Buenos Aires. Their cargo was awaited there so that the plane for Europe could take off, around midnight.

Three pilots, each behind an engine casing heavy as a barge, lost in the night, were contemplating their flight and, approaching the immense city, would descend slowly out of their stormy or calm sky, like strange peasants descending from their mountain.

Rivière, who was responsible for the entire operation, was pacing up and down on the Buenos Aires landing-ground. He remained silent, for until the three planes had arrived, the day held a sense of foreboding for him. Minute by minute, as the telegrams reached him, Rivière was conscious that he was snatching something from fate, gradually reducing the unknown, hauling in his crews out of the night, towards the shore.

One of the men came up to Rivière to give him a radioed message:

Chile mail reports that he can see the lights of Buenos Aires.

Good.

Before long, Rivière would hear this plane; already the night was surrendering one of them, just as a sea, swollen with ebbing and flowing and mysteries, surrenders to the shore the treasure it has tossed around for such a long time. And later on, it would give back the other two.

Then this day's work would be over. Then the worn-out crews would go and sleep, to be replaced by fresh crews. But Rivière would have no rest: the mail from Europe, in its turn, would fill him with apprehension. And so it would always be. Always.

Antoine de Saint-Exupéry, *Vol de Nuit*, © Éditions Gallimard

1. Southern region of Chile and Argentina

Destination Buenos Aires is an extract from Antoine de Saint-Exupéry's 1931 novel *Vol de Nuit* (published in English as Night Flight). The only addition to the original text for its appearance in PISA was an explanatory footnote relating to "Patagonia", as students would certainly have differing levels of familiarity with this place name. The explanation gives context which might help students to negotiate the text. The extract takes place at a landing-ground in Buenos Aires, and is a self-contained portrait of Rivière, a man weighed down by the responsibility of his job. Though the novel was written in 1931, the human themes remain familiar.

Question 3: DESTINATION BUENOS AIRES

How does Rivière feel about his job? Use the text to give a reason to support your answer.

....

....

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Link information across a narrative to generalise about a character's state of mind, providing evidence to support the generalisation
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 2:   Describes Rivière's feeling about his job by referring to stress, persistence, being burdened, or being committed to doing his duty; AND gives an explanation referring to a relevant section of the text. May refer to the text generally, or may paraphrase or quote the text directly. The quotation must match the stated emotion.

- He is overwhelmed by it all, you can see in the last line, he never gets to rest.
- He is stressed. The day has "held a sense of foreboding for him".
- He is weighed down by it. All day he worries about those three planes, then he has to worry about the Europe one!
- He is resigned. You can see from that last "always" that he thinks things will never change.
- He really cares about his job. He can't relax until he knows that everyone is safe. [Includes a general reference to the text.]

Partial Credit

Code 1:   Describes Rivière's feeling about his job by referring to stress, persistence, being burdened, or being committed to doing his duty, without an explanation that refers to the text.

- He feels really responsible for the things that happen.
- He's stressed.

No Credit

Code 0:   Gives an insufficient or vague response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- He likes his job because he is in control of lots of things. [not supported by the text]
- He thinks it is cool because he can watch planes. [not supported by the text]

Code 9:   Missing.

The coding guide for this item shows that there are two kinds of response that receive credit. Full credit responses are those which accurately respond to the question and give an explanation using the text. Partial credit responses are those which accurately respond to the question, but fail to give an explanation for the response. The partial credit code recognises that an incomplete answer is superior to an inaccurate one. In the field trial, less than half of the students received full credit for this item, but an additional one quarter received partial credit, meaning that about three-quarters of students received some credit (either full or partial) for this item. This question is classified as integrate and interpret,

because although students are required to generate a response that is not given explicitly in the text, all the information necessary to answer the question is contained within the text.

Question 5: DESTINATION BUENOS AIRES

"Destination Buenos Aires" was written in 1931. Do you think that nowadays Rivière's concerns would be similar? Give a reason for your answer.

....

....

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about the effect on a character of a change in a narrative's context
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1:   Answers (or implies) Yes OR No and refers to a time-based comparison AND supports their answer. May refer to material concerns such as technological progress or improvements in security OR to psychological concerns such as anxiety. Answer must be consistent with an accurate reading of the text.

- Now, pilots (planes) have very sophisticated tools intended for orientation, making up for technical issue when the weather conditions are bad.
- No, nowadays, planes have radars and automatic piloting systems, which can help them to escape from dangerous situations.
- Yes, planes are still dangerous, just like any other means of transport. The risks of crash or engine failure are never eradicated.
- Now, new technologies and technical progress are very important, in the planes as well as on the ground.
- Yes, there is still a risk of crashing.
- No, before, there was no fear of terrorist attacks.

No Credit

Code 0:   Gives an insufficient or vague response.

- No, the fears are different today.
- Yes, some progress has been made.
- In a way, yes, but in the modern day context. [vague]
- Over the years, people would have changed it. [vague]

Shows *inaccurate comprehension* of the material or gives an *implausible or irrelevant* response.

- *No, because you don't travel by night nowadays.* [inaccurate about the world]
- *No, because nowadays, pilots are much better trained.* [irrelevant]
- *No, Rivière is really happy with his job but nowadays there are terrorists to worry about.* [inaccurate reading of the text]

Code 9: *Missing.*

This item was moderately difficult. Just over one-half of students answered correctly. The item requires students to reflect on the context in which a text was written and compare that context to their own. The object of the question is to encourage reflection. Therefore, so long as the response is consistent with an accurate reading of the text, and expresses a plausible position about the modern day context, a wide range of responses receive full credit, regardless of the position adopted.

Question 7: DESTINATION BUENOS AIRES

What happens to the main character in this text?

- A. He has an unpleasant surprise.

- B. He decides to change his job.

- C. He waits for something to happen.

- D. He learns to listen to others.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Recognise the main action in a narrative text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: *C. He waits for something to happen.*

No Credit

Code 0: *Other responses.*

Code 9: *Missing.*

This item was easy. About three-quarters of students answered correctly. The item requires students to demonstrate a broad understanding of the text by identifying its main idea. The item requires making links across the text and generalising about its overall action. The easiness of the item comes from the fact that the main idea of the text is implied and reinforced across the whole text.

Question 8: DESTINATION BUENOS AIRES

According to the second last paragraph ("Before long …"), in what way are the night and a sea similar?

    A.   Both hide what is in them.

    B.   Both are noisy.

    C.   Both have been tamed by humans.

    D.   Both are dangerous to humans.

    E.   Both are silent.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Understand the point of comparison in a metaphor
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   A. Both hide what is in them.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

The item requires students to interpret a metaphor, although the word "metaphor" is deliberately avoided in the stem: such metalinguistic terms are likely to vary in familiarity for students from different educational backgrounds, and such metalinguistic knowledge is not part of PISA's description of reading proficiency. On the other hand, the ability to construe figurative language is considered an important constituent of interpreting texts, and particularly literary texts. It is recognised that a particular challenge for an international assessment of reading is to reflect this ability across languages and cultures. In this item, the figurative language in question uses terms ("sea" and "night") that can be regarded as universally familiar, and that have a similar connotation across cultures in the context provided by the narrative passage. The field trial results indicate that the item had robust psychometric qualities and performed similarly across countries and languages. This item demonstrates, then, that it is sometimes possible to successfully construct an item that focuses on a text's literary qualities, such as figurative language, for an international assessment. This question also demonstrates that while it is most common for multiple-choice items in PISA to have four possible response options, sometimes more than four options are given. The item was moderately difficult, with less than two-thirds of students answering it correctly.

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PRINT READING UNIT 9

African Trek

The Northern Drakensberg Trek: South Africa / Lesotho

Fact file

OVERVIEW

- ◇ The Northern Drakensberg Trek involves crossing the northern Drakensberg escarpment at high altitudes. The route, which is approximately 40 miles (65km) long, straddles the border between South Africa and Lesotho, taking 5 strenuous days to complete. The Trek is filled with highlights, including breathtaking views over the Amphitheatre to the Devil's Tooth as you make your way to the Chain Ladder, and sunrise seen from Mponjwane, which is well worth setting your alarm for.

- ◇ Start: The Sentinel car park, Royal Natal National Park.

- ◇ Finish: The Cathedral Peak Hotel.

- ◇ Difficulty and Altitude: This is a high-mountain walk in one of the more remote areas of the Drakensberg Range. The going can be quite tough and the days long. Good navigation skills are essential for safe crossing.

TIMING AND SEASONALITY

- ◇ Best Months to Visit: April, May, June or September, October, November.

- ◇ Climate: Summers in the Drakensberg can be very hot and very wet. The winters are much drier, but there is always a chance of precipitation, which will probably take the form of snow on the high ground. In spring and autumn the daytime temperatures are ideal (between 60°F/15°C and 70°F/20°C), but at night will frequently drop below freezing point.
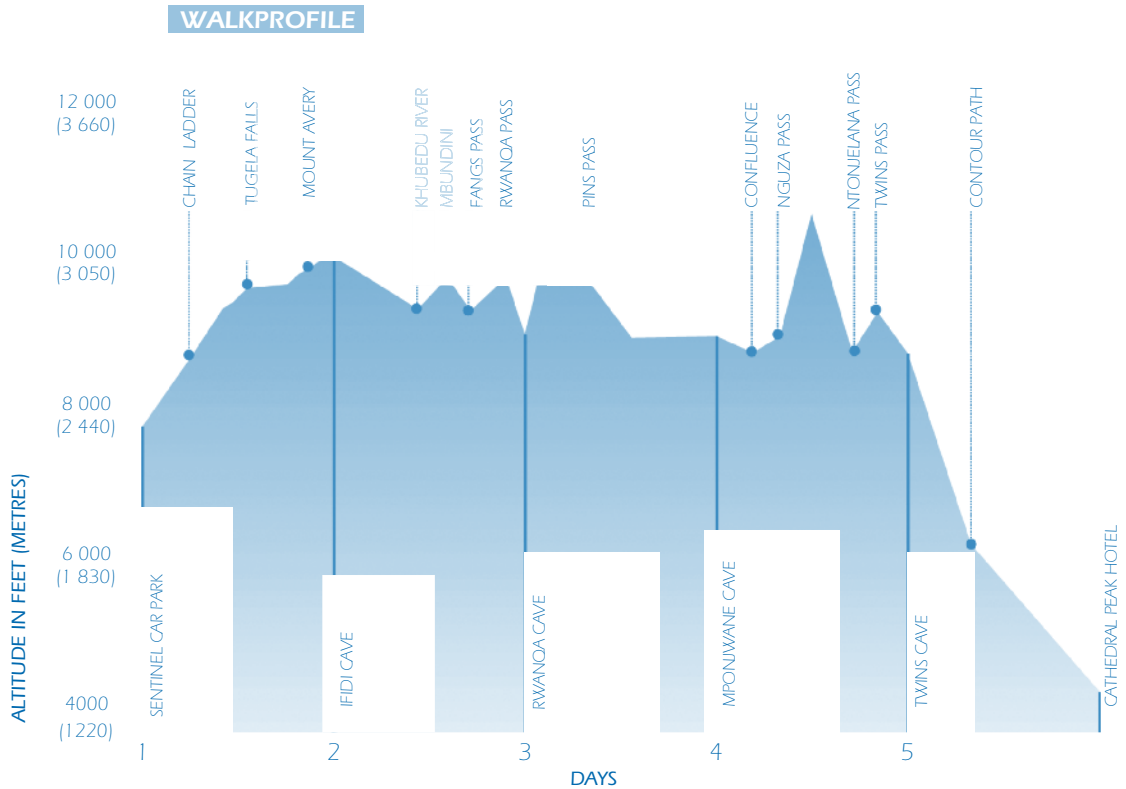
Temperature and Precipitation												
Average daily maximum temperature												
(°F)	72	70	70	66	63	60	60	63	66	68	70	70
(°C)	22	21	21	19	17	15	15	17	19	20	21	21
Average daily minimum temperature												
(°F)	55	55	54	48	46	41	41	43	46	48	52	54
(°C)	13	13	12	9	8	5	5	6	8	9	11	12
Average monthly precipitation												
(Inches)	9.3	8.5	7.7	3.1	1.1	0.6	0.5	1.3	2.4	4.0	6.5	7.9
(Millimetres)	237	216	196	78	29	14	12	33	62	101	165	201
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC

WALKPROFILE

African Trek is classified as mixed in terms of text format, because it contains both continuous elements (the prose dot points in the overview) and non-continuous elements (the temperature and precipitation table and the walk profile). Since the aim of both the continuous and non-continuous elements of the text is to describe the Northern Drakensberg Trek, the text type is description. In terms of situation, the text is classified as personal, since it is intended to be read by individuals for their own interest and information.

Question 2: AFRICAN TREK

At what altitude is the Sentinel Car Park? Give your answer in feet and metres.

.... feet

.... metres

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a graphic
Item format	Closed constructed response

CODING GUIDE

Full Credit

Code 1:   Answers 8000 (feet) AND 2440 (metres).

No Credit

Code 0:   Other responses.

- 8000 metres, 2440 feet.
- 6000 metres, 1830 feet.

Code 9:   Missing.

This item was easy. It was answered correctly by nearly three-quarters of students. Although the item is easy, multiple steps are involved in answering correctly. Firstly, the student must locate the part of the text in which the correct answer is found, since the question stem does not direct the student to this part of the text. Once the correct part of the text (the Walk Profile) is located, the student must correctly interpret the key to the Walk Profile to recognise the units for each number, and finally, retrieve the specified information.

Question 7: AFRICAN TREK

According to the information provided, where would you stay after the second day of walking?

A.   At the Sentinel Car Park.

B.   At Ifidi Cave.

C.   At Rwanqa Cave.

D.   At Mponjwane Cave.

E.   At Twins Cave.

F.   At the Cathedral Peak Hotel.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly displayed in a mixed format descriptive text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. At Rwanqa Cave.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This item was difficult. Just over one-third of students answered correctly. The source of difficulty of this item is clearly shown by the pattern of response options chosen: more students chose option B than the correct response, option C. To respond correctly, students must understand that the numbers on the X-axis of the profile that show each day represent the beginning of that day. Following this logic, the place names that appear immediately following each number do not represent the place that walkers stay on that day, but rather where they stay on the night before the day represented by each of the numbers 1 to 5. The many students who incorrectly chose option B located the number 2 in the walk profile, and assumed that the place name appearing closest to this number would represent the place where you would stay on the night of day 2. These students did not fully comprehend the structure of this non-continuous text. This kind of careful reading is challenging, but it is an important reading skill. This multiple-choice item has six response options, in this case because the six options were naturally suggested by the structure of the walk profile, which includes six place names.

Question 8: AFRICAN TREK

Which day of the trek do you think would be the most difficult? Use the information provided to give a reason to support your answer.

....

....

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Support an opinion using information from a mixed format descriptive text
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1:   Refers to Day 1, Day 2, Day 3, Day 4 OR Day 5 AND gives a reason that is plausible, and consistent with the text. Must refer (explicitly or implicitly) to the text.

- Day 1. It's uphill all the way.
- Day 2. For me, to go up, then down, then up, then down is worse than consistently going up or down.
- Day 3. There's a horrible peak.
- Day 4. That peak looks pretty harsh.
- Day 5. It's downhill all the way.

No Credit

Code 0:   Gives a response that does not refer to the text.

- Day 1. You won't be used to it yet. [no reference to the text]
- Day 5. You'd be absolutely exhausted by then! [no reference to the text]

Gives a response with no explanation.

- Day 2. [no explanation]

Gives an insufficient or vague response.

- Day 1. because it would be difficult. [vague]
- Day 3. that's the middle, so it would be the most difficult. [insufficient]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

Code 9:   Missing.

Like the first two items in this set, this item focuses on the Walk Profile. It requires students to express a personal preference in relation to that information and to support their preference using information from the text. The need to draw on outside knowledge in expressing a preference means that this item is classified as reflect and evaluate. As in other items that require students to express a preference, so long as the students support their preference with relevant information from the text, any position may be adopted. The item was moderately difficult, with about two-thirds of students answering correctly.

Question 9: AFRICAN TREK

On the morning of which day of the trek would you see the sunrise mentioned in the overview?

    A.   Day 1.

    B.   Day 2.

    C.   Day 3.

    D.   Day 4.

    E.   Day 5.

Framework Characteristics

|	
Situation	Personal
Medium	Print
Text format	Mixed
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information by linking information presented in words with information presented in a graphic in a mixed format descriptive text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   D. Day 4.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

In this item, the information required is contained in the first dot point of the overview and in the Walk Profile. Since students who answer correctly must use information from both the continuous and non-continuous parts of this text, the text format for this item is mixed. This item was moderately difficult. It was answered correctly by less than two-thirds of students. The difficulty in this item comes from the fact that while the end point of the question is to retrieve information that is explicitly stated, students must link information from across the text to successfully retrieve the information required.

PRINT READING UNIT 10

Metrotransit
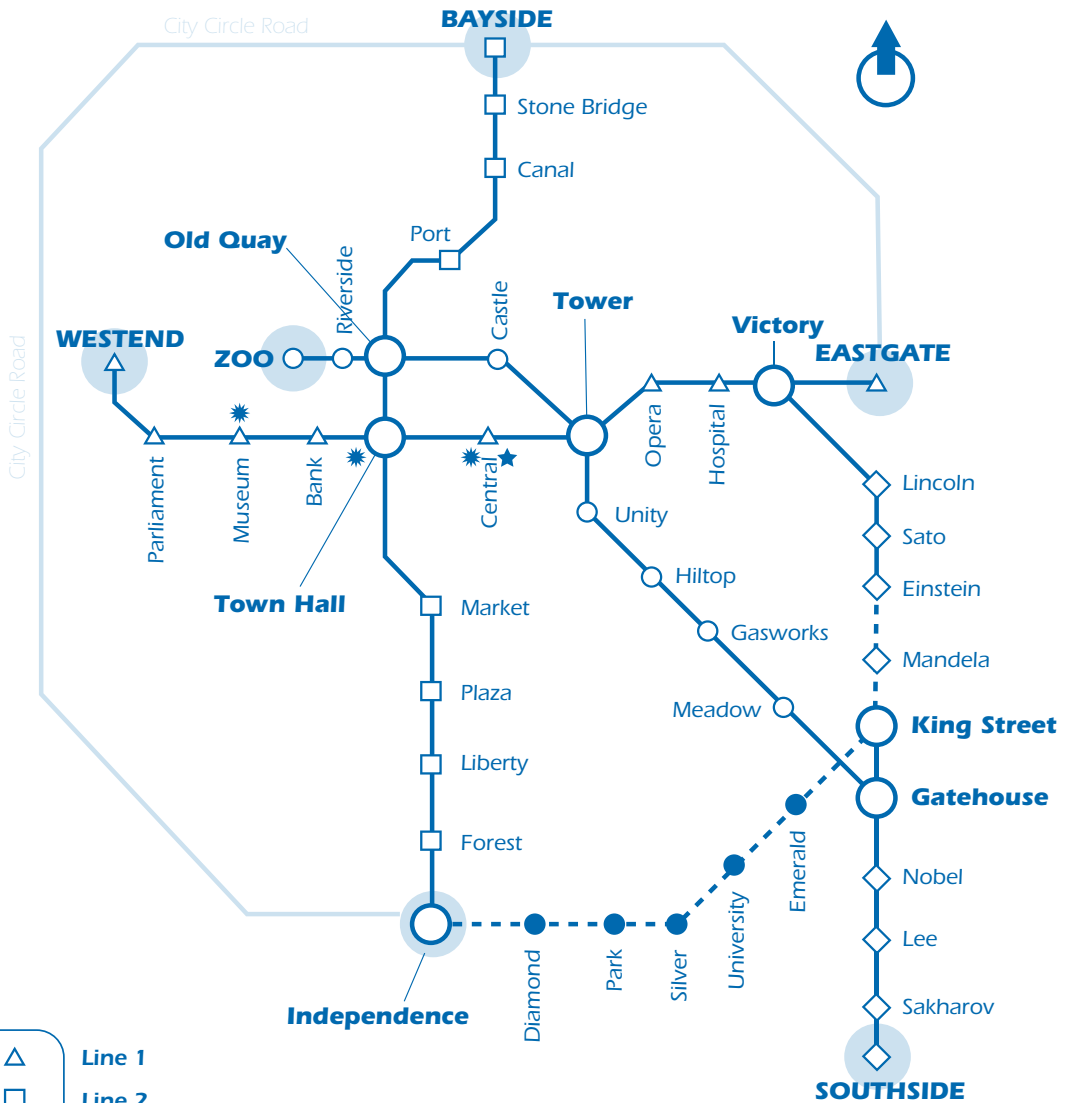
Legend:
- △ Line 1
- □ Line 2
- ○ Line 3
- ◇ Line 4
- ● Line 5
- ★ Intercity buses
- ✳ Intercity trains
- - - - Line under construction

For more information
0800 422 33 30
www.metrotransit.co.uk

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The Metrotransit unit from the PISA 2009 field trial presents a graphic from a public document, a map of an urban transport network in the form of a diagram. It uses fictional place names that participating countries were invited to adapt for their national versions. The text is non-continuous; it could be presented as a combined list of stations categorised according to line, features and grid locations. Though relatively simple, it includes a complicating element – a key of symbols – the application of which is required to gain full credit for the question reproduced below. All items related to this unit functioned well in the field trial. The unit was not included in the main survey selection because of concern that students living in rural areas, who would be unfamiliar with urban transport networks, might be disadvantaged.

Question 1: METROTRANSIT

From which Metrotransit station is it possible to take both intercity buses and intercity trains?

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information by making links across a map
Item format	Closed constructed response

CODING GUIDE

Full Credit

Code 1: Refers explicitly to Central Station. May mention the line.

- Central Station.
- Central.
- Central (Eastgate).
- Central (Line 1).

No Credit

Code 0: Other responses.

- At the station.
- Tower.
- Line 1.

Code 9: Missing.

This kind of authentic task exemplifies PISA's emphasis on using reading for practical purposes in everyday life. The item requires students to interpret the map key and apply it to the map to determine which station meets the criteria specified in the question. Only one station within the map meets the criteria. The coding guide shows that so long as the correct station is unambiguously identified, responses may be expressed in a variety of ways. This item was easy. It was answered correctly by over three-quarters of students.

Question 2: METROTRANSIT

If you are at Zoo Station and you want to go to Stone Bridge Station, at which station would you change lines?

    A.   Town Hall.

    B.   Riverside.

    C.   Bayside.

    D.   Old Quay.

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Identify a junction on a map where there is some competing information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   D. Old Quay.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This question is another example of an authentic task. The item requires students to locate a specified route on the map and in doing so, to determine the point at which it would be necessary to change lines. Once the two specified stations have been located, determining the junction in the short route, which involves only two of the lines, is a simple task. Over three-quarters of students gained credit for this item.

Question 3: METROTRANSIT

Some stations like Westend, Zoo and Independence have grey shading around them. What does the shading show about these stations?

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate the form of a text
Question intent	Identify the purpose of a graphical feature in a map
Item format	Short response

CODING GUIDE

Question intent

Full Credit

Code 1:   Refers to the fact that these stations are at the end or the start of a line.

- End of the line.
- Terminus.

No Credit

Code 0:   Gives an <u>insufficient or vague</u> response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- You can get buses there. *[possibly, but not what the shading shows]*
- They are the busiest stations.
- They are the biggest stations.

Code 9:   Missing.

This item was moderately difficult. It was answered correctly by less than two-thirds of students. The item requires students to examine a graphical feature (shading) that is common to several stations on the map and in doing so, to determine what the shading is intended to represent in the map. The difficulty of this question lies in the requirement to generalise about the purpose of a feature. Since this question requires students to stand outside the text and consider the way in which it was constructed, the question is classified as reflect on and evaluate the form of a text.

Question 4: METROTRANSIT

You need to find the shortest route by underground rail from Sato Station to Forest Station.

Draw on the map the route that you would take.

Framework Characteristics

| Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Combine several pieces of information on a map to determine the shortest route between two given points
Item format	Short response

Coding guide

Full Credit

Code 2:   Draws the route shown in the reproduction below:

Partial Credit

Code 1: *Draws the route shown in the reproduction below:*
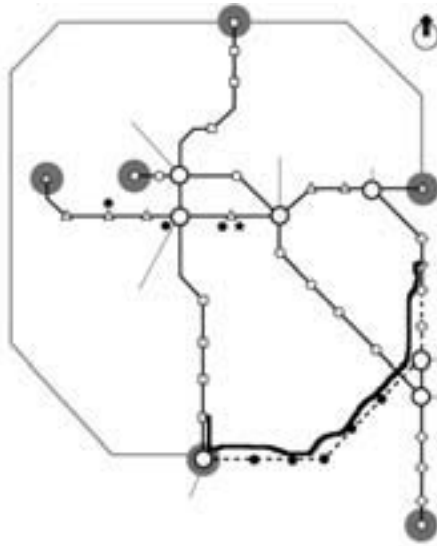
No Credit

Code 0: *Other responses.*

Code 9: *Missing.*

This access and retrieve *task requires students to locate and sequence multiple pieces of information – the names of stations – to plan a route. The task simulates a real-life experience that demands careful reading of a* non-continuous *text. The item was constructed to ensure that use of conditional information – that is, information external to the main part of a text – must be processed in order to complete the task successfully. For full credit, students therefore need to use the information provided in the key: that part of the system is under construction. Students who take account of this conditional information realise that what is apparently the shortest route is currently unusable. The requirement to use conditional information increases the difficulty of items significantly. Only about one-third of students in the field trial gained full credit for this item. However more than half of the other students, who plotted a route using stations on Line 5, were given partial credit, as they demonstrated that in all but one respect (albeit a crucial one in practical terms) they had understood and could use information that they had retrieved.*

Most of the items in PISA print reading require a multiple-choice or text response. The short response format of this question, involving the drawing of a route on a map, illustrates that the range of response types can nevertheless vary to some extent, according to the format that seems most appropriate for the particular task. This is bounded, of course, by the practical limitations of a large-scale paper and pen test.

ANNEX A2

Electronic reading sample tasks

The electronic reading sample tasks are examples of questions students answered in the PISA 2009 survey to assess their competencies in reading electronic texts. This part of the survey was optional.

All electronic sample tasks may be viewed on the website for publicly released items of the PISA electronic reading assessment: *http://erasq.acer.edu.au.*

username: public
password: access

Note that the images of the electronic reading assessment stimuli are multicoloured. The true colours as presented on the screen are therefore not reflected in this publication.

ELECTRONIC READING UNIT 1

Philosophers' Café
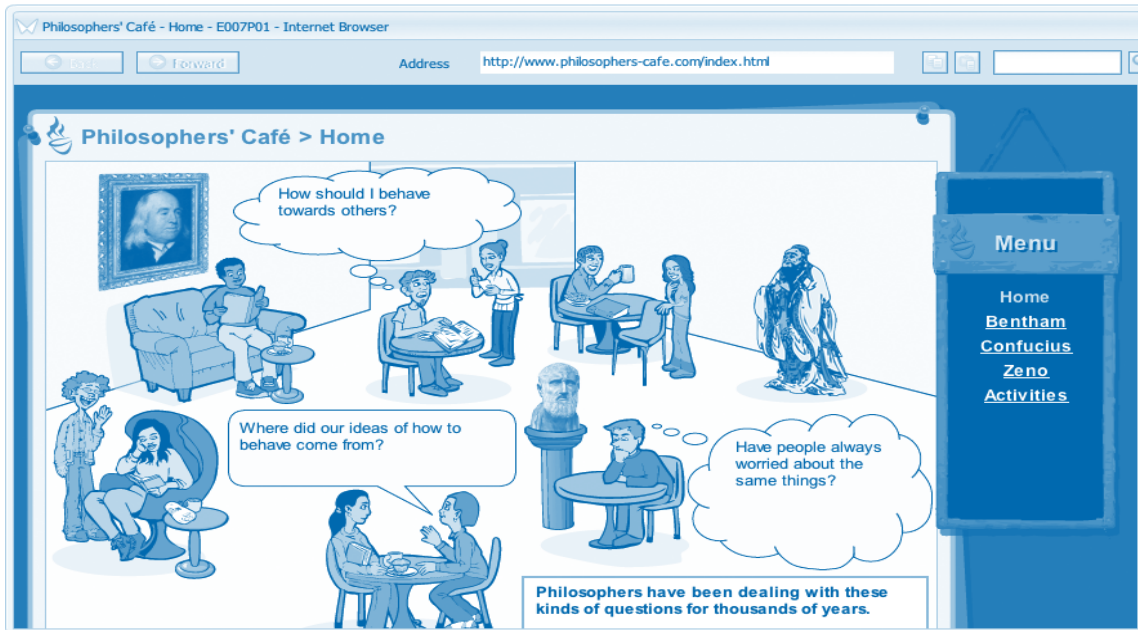
This unit is based on the idea of a Web Quest, a type of website that typically involves teaching and learning activities, including tasks and resources. It therefore fits into the educational context. The stimulus for Philosophers' Café includes encyclopaedia-style entries on philosophy loosely related to the notion of the good life, in a way intended to exploit the visual and interactive possibilities of the ERA environment. The screen shot above shows the Home page for the Philosophers' Café. On the right is a menu with links to information about three philosophers, Zeno, Confucius and Bentham, as well as to a series of activities. The central part of the screen shows a café scene populated by young people. It includes thought bubbles with philosophical questions that visitors to the café (or students of philosophy) might be considering. It also includes images of the three philosophers, Zeno, Confucius and Bentham. Each of the images of philosophers has a hyperlink to the same page of information as the matching menu item to the right.

The screen shot below shows the page that can be accessed by clicking on the menu item Confucius, or on the image of Confucius in the top right of the café scene. There are similar pages for Zeno and Bentham. Each text presents some historical context for the philosopher, and one of his central ideas. It is expected that some students would be familiar with the names of one or more of the philosophers, but that they would not necessarily know much about his life or beliefs. The context is thus likely to be unfamiliar, while the subject matter is considered to be complex, since it deals with highly abstract ideas developed in the past, sometimes a very distant past.

Task 1: PHILOSOPHERS' CAFÉ

Philosophers' Café - Confucius - E007P05 - Internet Browser

Back | Forward | Address | http://www.philosophers-cafe.com/confucius.html

Philosophers' Café > Confucius

"Do not do to other people what you do not want them to do to you."

Confucius was a Chinese philosopher who lived from 551 to 479 BC. His father died when he was three, and he was brought up in poverty by his mother. It was a time of chaos and constant war in China. Confucius saw the suffering of people around him and wanted to try to put an end to it. He wanted peace and prosperity for the people.

Confucius believed that if society were to improve, people needed to change their own behaviour. He thought that this was especially important for rulers, because their behaviour had a strong influence on the lives of ordinary people. Our fundamental aim should be to live in harmony with other people.

According to Confucius, one of the most important ways we can achieve harmony is through what he called "Ren", which can be translated as "kindness": that is, consideration of one human being for another.

Fact!
There are approximately 6 million Confucians in the world today.

Menu

Home
Bentham
Confucius
Zeno
Activities

You are at the Philosophers' Café Home page. Click on the link for Confucius. What did Confucius mean by "Ren"?

- A   Peace and prosperity.

- B   Living in chaos and war.

- C   The behaviour of rulers.

- D   Kindness to other people.

- E   Living in harmony.

Framework Characteristics

Situation	Educational
Medium	Electronic
Environment	Authored
Text format	Multiple
Text type	Exposition / description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate a definition that is directly stated in a short text containing complex or unfamiliar information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   D. Kindness to other people.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

About two-thirds of the students in the field trial gained full credit for this task. Both the navigation and text processing demands are low. The task requires students to follow the explicit instruction to click on one of the links (either the name "Confucius" or his image in the café scene) in order to open the page describing Confucius. The information required is explicitly stated in the text. Students can read to the end of the text to find the term "Ren" contained in the stem, then make a match between the "kindness" in the text and in the key.

Task 2: PHILOSOPHERS' CAFÉ

Go to the Activities page. Look at Scenario 2. Which of Zeno's teachings does this comic illustrate?

A   We should consider others in order to live happily.

B   We should be concerned about our appearance.

C   We should not let our desires control us.

D   We should not try to change the past.

Framework Characteristics

Situation	Educational
Medium	Electronic
Environment	Authored
Text format	Multiple
Text type	Exposition / description
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Recognise a similarity of theme between a complex abstract text and a cartoon
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. We should not let our desires control us.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This task requires integration of information from two very different texts. Directed by explicit navigation instructions, students follow two links to locate a page with a comic strip. They have to interpret the meaning expressed in the comic strip and relate it to an idea described on the page for the philosopher, Zeno. Navigation is more complex than in task 1, as they need to visit three pages other than the starting page. They will very likely need to go back to the comic strip at least once to check their answer, either (most efficiently) by clicking on the "back" button, or by using the menu links on the right of each page. The options in the four multiple choice alternatives present four possible attitudes, only the final two of which include ideas attributed to Zeno in the text. The last of the alternatives, however, does not offer a plausible interpretation of the comic. Students who chose one of the first two options would quite likely have interpreted them in relation to the ideas expressed in the comic strip only, without reference to Zeno. The task thus combines a number of fairly explicit navigation steps with a requirement to interpret and integrate information across two texts. This combination of demands helps to explain why this item was more difficult than the first task, with about half of the students gaining full credit.

Task 3: PHILOSOPHERS' CAFÉ

Go to the Activities page. Find the Timeline. Use the information in the website to find when each of the three philosophers (Bentham, Confucius and Zeno) was born. Then use the drop down menus in the timeline to show when each philosopher was born.

Framework Characteristics

Situation	Educational
Medium	Electronic
Environment	Authored
Text format	Multiple
Text type	Exposition / description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate several pieces of information that are explicitly stated across multiple sites
Item format	Complex multiple choice

CODING GUIDE

Full Credit

Code 1:   Selects correct dates for all three philosophers.

- Confucius: 600 – 400 BC
- Zeno: 400 – 200 BC
- Bentham: 1600 – 1800 AD

No Credit

Code 0:   Other answers.

Code 9:   Missing.

This task asks students to place the three philosophers in chronological history, on a timeline that runs from 1000 BC to 2000AD, with the present day shown as "Now". Students respond within the simulated website, rather than in the task area at the bottom of the screen. The task requires a minimum of six navigation steps, imposing a relatively high navigational demand compared to the difficulty of the text processing required. It requires students to follow two explicitly described links in order to find the timeline where they respond. They then go to the pages for each of the three philosophers and locate the dates when each one lived. These are explicitly and prominently stated in the texts, and cover a lengthy time span, from Confucius (551 to 479 BC) and Zeno (333 BC to about 264 BC) to Bentham (1749 to 1832 AD). There are 15 drop-down menus available, each covering a period of 200 years, from which students need to select the three that correspond to the times when the philosophers lived. If they wish to change their answers, they can reset any individual drop-down menu to be blank.

ELECTRONIC READING UNIT 2

Ice Cream

Ice Cream - Global Search - E008P02 - Internet Browser

Address: http://www.globalsearch.com

GLOBAL SEARCH

ice cream | Search

○ Miracle **Ice Cream** Diet
The Hollywood actress says she lost 25 pounds in six weeks ... - by stuffing herself with confectioneries such as chocolate, **ice-cream** and pudding ... "I ate whichever desserts I liked ...
www.diet-blog.com/archives/2007/09/30/miracle_**ice_cream**_diet.php

○ The Tribune, Chandigarh, India - Ludhiana Stories
Dr Grewal talked about different milk products especially those of Indian origin like kheer, kulfi (a kind of **ice-cream**), rabri, milk cake, gajrela and sweets which can be ...
www.tribuneindia.com/2000/20001220/ldh1.htm

○ Thai Menu
Sweet and sour fish prepared Thai style with steamed Basmati rice ... soup - Tom yam Koong, Prew wan Kai, Basmati Rice, **Ice cream**. ... **Ice Cream** with chocolate and nuts ...
www.indianraja.lv/Thaimenu.html

○ Food Standards Agency - Committee members
... served in a number of Government departments ... dietary and lifestyle risk factors ... he led the development of many well known brands of **ice cream**. ...

The stimulus for this unit is a set of internet search results, similar to those obtained using a typical search engine. It thus represents the kind of information commonly seen in daily life, whether at school, at home or in a work context. The results presented vary substantially in both their sources and the kinds of information they include. Although search results are typically generated on the basis of terms selected by an individual, the types of information included in the results tend to be very broad. The majority of the sites referred to in the results are government, commercial and news websites rather than those with a personal focus. To take account of this diversity of content this stimulus is categorised as being in the public category. The topic chosen, ice cream, is considered to be very familiar to students.

The screen shot above shows what readers see when they begin the unit. The full stimulus consists of a single page of ten search results, of which only the first four are initially visible. The reader needs to scroll down to see the full set. The number of search results included in the stimulus thus entails some navigation in order to complete the tasks, and also provides what, from an assessment perspective, can be regarded as a large number of multiple-choice distractors.

Task 1: ICE CREAM

This page shows search results for ice cream and similar foods from around the world. Which search result is most likely to provide a history of ice cream? Click the button next to the link.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Non-continuous
Text type	Description
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Identify relevant search result by recognising the main theme of a short description
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   Ice Cream – Online Encyclopaedia Article about Ice Cream.

No Credit

Code 0:   Other answers.

Code 9:   Missing.

This question asks students to select which of the series of results is most likely to provide information of a specific kind. It asks them to form a broad understanding of the likely content of the links in each search result, rejecting those nine results that are irrelevant to their needs, and identifying the only relevant result. This is the kind of operation needed every time a person uses an internet search engine and examines a page of search results. Since the stimulus is on a single page, the only navigation demand is scrolling. The key terms in the questions are "ice cream" (the subject of all the results) and "history". The first nine results provide links to information about ice cream recipes or menus (from India, Latvia, Ireland and Turkey), a personal blog referring to a Hollywood actress, technical information on ice cream, and the page for members of a government agency; all of these can be rejected as unlikely to give a history of ice cream. To gain credit, students need to recognise that expressions in the final result, "the Chinese invented", "oldest evidence in Europe", "the early 20th century" and "One of the oldest types of ice cream", collectively refer to the history of ice cream, and suggest that this link would provide more information on this topic.

The navigation demand is low compared to the demand imposed by the need to obtain a general understanding of each search result. The item was moderate in difficulty, with between half and two-thirds of students gaining full credit.

Task 2: ICE CREAM

This page shows search results for ice cream and similar foods from around the world. You want to know if ice cream can be part of a healthy diet. Which search result is most likely to give accurate advice? Click the button next to the link.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate content of text
Question intent	Evaluate search results in terms of relevance and credibility/ trustworthiness of information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   National Food Information Centre: The Food Guidelines-Food Label Connection.

No Credit

Code 0:   Other answers.

Code 9:   Missing.

This question represents another very typical task faced by users of the Internet, that is, evaluating the trustworthiness of the results for a particular purpose, in this case the quality of advice about whether or not ice cream may be part of a healthy diet.

In order to gain credit for this task, students need to evaluate the various links in terms of both relevance and likely authoritativeness. This process should lead them to reject results which provide links to recipes and menus, which are not relevant to the focus of the research question referred to in the stem. They must also reject results that refer to diet but that lack authoritativeness, such as the blog referring to the Hollywood actress "stuffing herself with confectioneries"; and results which have some reference to potentially credible sources, but are not likely to be relevant, such as Dr Grewal describing varieties of milk products. Possibly the strongest distractor is the result for the Food Standards Agency, which has a name that sounds both relevant and credible and includes the words "dietary and lifestyle risk factors". However, this search result refers only to committee members of this agency, not to health guidelines. Students need to recognise that the fifth result links to a plausibly reliable national organisation, "National Food Information Centre", and contains not only relevant information on diet recommendations but also the kind of technical language one would expect from a reputable organisation of this kind, such as "serving size" and "National Dietary Guidelines suggest you eat a diet providing 30 per cent or less of calories (joules)".

This reflection and evaluation task, which relies heavily on text processing and little on navigation, was difficult for students in the field trial, with only about one-third selecting the correct search result.

ELECTRONIC READING UNIT 3

Phishing

Phishing - Intro - E010P01 - Internet Browser

Address http://www.phishingeducation.org

The Online Phishing Resource Site > Home

Home

What is Phishing?

Phishing is a form of identity theft. Its purpose is to trick people into handing over their personal information. People who collect this information may then use it for illegal activities such as stealing money from a bank account. A phishing e-mail is an e-mail that imitates a well-known company, or claims to offer a genuine service, and asks the recipient to provide personal information. An example is an e-mail that pretends to be from a bank, and asks the recipient for login details such as a username and password. A common technique is to request urgent action to ensure that an account remains valid.

Phishing is not always easy to identify, because many phishing e-mails look genuine.

Is Phishing a Real Problem?

As access to the Internet and the use of e-mail have spread, so has phishing.

Phishing Facts

Average loss to each person who is a victim of successful

The material presented in this unit deals with a common problem that arises from living in a technology-rich environment: phishing, the attempt to trick people into providing personal information about themselves, so that it may be used for criminal gain. The stimulus, entitled "The Online Phishing Resource Site", is based on authentic websites that explain this problem, giving suggestions to readers about how to identify phishing and how to avoid becoming a victim of phishing. The home page, an extract of which is shown in the screen shot above, explains what phishing is and provides some background information about the extent of the problem. It is classified as a public text, in that it relates to activities and concerns of the larger society (though it may have a personal application). As a kind of online public notice, it assumes anonymous contact with the reader.

Task 1: PHISHING

You are at the Home page of the Online Phishing Resource Site. According to the information on this page, which one of the following is a feature of a phishing e-mail?

A It asks for personal information.

B It contains unwanted advertising.

C It offers a genuine service.

D It comes from a well-known company.

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Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve Information
Question intent	Locate an important component of an explicitly stated definition
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: A. It asks for personal information.

No Credit

Code 0: Other responses.

Code 9: Missing.

No navigation is required for this task, as the paragraph with all the target information appears on the screen when students begin the unit, so the level of difficulty is driven entirely by text processing. To answer this question students need to identify that the wording of the key, "asks for personal information", is a paraphrase of the idea stated in the second sentence of the definition on phishing, "Its purpose is to trick people into handing over their personal information". The distractors include a common misperception ("unwanted advertising" is a common feature of the Internet) as well as ideas referred to in the text but which are features of legitimate e-mails, rather than of attempts at phishing. About two-thirds of students gained full credit for this task.

Task 2: PHISHING

How many phishing e-mails are sent around the world in an average month?

A   1,200.

B   Over 6 billion.

C   About 25,000.

D   55,000.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Identify the reference of a number in a list
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   B. Over 6 billion.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This task uses the same page of stimulus as the first task, but in contrast to that task, this one does make a minimal navigation demand, as students have to scroll down a short way in order to reveal the four facts about phishing under the heading "Is Phishing a Real Problem", each of which includes one of the numbers in the four options for this question. Students are cued to the need to scroll down because the bottom of the screen they first see contains only part of a sentence. There is a further cue to the relevance of this section of the text in the word "average", which occurs in both the question stem and in the text, "Average loss to each person …". Very little text processing is required to identify the answer, which is explicitly stated in the sentence, "Phishing e-mails sent world-wide each month: **over 6 billion**".

This question was easier than the previous one, with almost three-quarters of students gaining credit for it.

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Phishing - Recognising Phishing - E010P02D - Internet Browser                          □

  ⟵ Back    ⟳ Forward        Address   http://www.phishingeducation.org/recognising-phishing.html      🔍
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What is Phishing?

Phishing is a form of identity theft. Its purpose is to trick people into handing over their personal information. People who collect this information may then use it for illegal activities such as stealing money from a bank account. A phishing e-mail is an e-mail that imitates a well-known company, or claims to offer a genuine service, and asks the recipient to provide personal information. An example is an e-mail that pretends to be from a bank, and asks the recipient for login details such as a username and password. A common technique is to request urgent action to ensure that an account remains valid.

Phishing is not always easy to identify, because many phishing e-mails look genuine.

Some Typical Features of Phishing E-mails

#1. Sender's E-mail Address (Read more)
#2. E-mail Greeting (Read more)
#3. Requests for Personal Information (Read more)
#4. Links in an E-mail (Hide)
Links within an e-mail can be faked. The link might say "www.BankNorthside.com" but it could take you elsewhere. It could take you to a website that imitates the site it pretends to link to.

Sample Phishing E-mail

```
✉ Verify your E-mail with Bank Northside - Message (Rich Text)   _□×

 File   Edit   View   Insert
 ⟲ Reply    Reply to All    Forward    ⟳

 To: PISA Student
 From: bank29@publicmail.com

 Dear Bank Northside user,

 This e-mail was sent by the Bank Northside server to verify your e-mail
 address.

 You must complete this process by clicking on the link below and entering
 your Bank Northside Credit / Debit Card number and password in the
 spaces provided.

 This process is necessary for your protection - because some of our
 members no longer have access to their e-mail addresses and we must
 verify them.

 To verify your e-mail address and access your bank account, click on the
 link below:

       https://web.BankNorthside.com.au/signin/citifi/scripts/e-mail_verify.jsp
```

This task starts on a different page of the phishing website from the first two tasks. The new page gives examples of what different features of phishing e-mail messages may look like. As the screen shot above shows, on the left of the page are links that allow readers to read more or to hide additional information about typical features of phishing e-mail messages, under numbered headings. This represents a different kind of navigation to both scrolling and clicking on links that open new pages, since the additional information appears (or can be hidden) on the same page. In this screen shot the user has clicked on "#4. Links in an E-mail", thereby displaying the explanatory paragraph below; and an example of this feature is highlighted in colour at the bottom of the e-mail on the right, "https://web.BankNorthside.com.au/signin/ citifi/scripts/e-mail_verify.jsp".

To answer this question, students need to click on one or more of these numbered links, until they locate a match between the question and the information under heading #4. Both navigation and text processing demands are relatively low, although not insignificant, and nearly two-thirds of students obtained full credit for this task.

Task 3: PHISHING

Which of the following tricks is explained on the "Recognising Phishing" page?

    A   The e-mail asks the recipient to donate money to a fake charity.

    B   The phishing e-mail installs spyware on the user's computer.

    C   The author of the e-mail inserts a fake link to a fake website.

    E   The e-mail pretends the recipient has won a prize.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve (retrieve information)
Question intent	Locate explicitly stated information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. The author of the e-mail inserts a fake link to a fake website.

No Credit

Code 0:   Other responses.

Code 9:   Missing.